

Kick-flying and unattributable lobby briefing are how Conservative education policy is made these days. As election fever waxes and wanes, the hints come thick and fast that something altogether outrageous and exciting is going to appear in the Tory manifesto. The roll of drums, the twack of chiffon giving a glimpse of the shockingly naked truth about to be revealed – the aim is obviously to keep us all on the edge of our seats.

However, as with a striptease, we all know pretty much what it's going to look like. It will be some sort of move to detach schools from the local education authority system, to fund them on a unit cost "per capita" basis, and thus "set them free". And before those responsible for drawing up a scheme go too hard on the details, I would like to ask a few questions.

First, are the schools to have any choice about whether or not to go over to this new system? Even with the new-style governing bodies, shorn of most of their political nominees, it is perfectly possible that not all of them will be absolutely sure of the advantages of this sudden liberation. So I imagine – and this is what has already been hinted at – that schools will be given the choice.

They will want to look at the terms rather closely. On what will the "per capita" grant be based? Will it be based on the current average unit costs for the whole country? This could have a somewhat embarrassing result. Schools in low-spending (and overwhelmingly Tory) local education authorities would see the immediate financial advantages of self-liberation. Not only would any mass transfer by schools in this category immediately jack up education spending, but it would be somewhat awkward politically.

Schools in the high-spending Labour education authorities, on the other hand, would probably be very hesitant about opting for a lower level of spending. Even those that are currently fed up to the back teeth with the demands and initiatives and political interference of their municipal socialist masters are hardly going to queue up to ask for cuts.

Following this logic, the Government – if it wants any takers from the Labour author-



ANNE SOFER

ities, which are its chief targets – will have to offer a "unit cost" based on the schools' own local education authority spending. And here lies another embarrassment, for this – in many cases – is a level denounced by the Government itself as ludicrously high and wasteful.

Looking ahead a few years, a further interesting conundrum arises. Some of these extravagant authorities are deeply in debt. They have pawned their park benches, library books, town halls and mayoral regalia. It is confidently predicted by the pundits that they will crash to earth with a hideous jarring of limbs in a couple of years' time. Spending – as in New York in 1978 – will be slashed.

"Outrage! Unfair!", all the newly liberated unit-cost-funded schools will cry. Why should we suffer this disruption because the authorities we so thankfully escaped two years ago are utter incompetents? So will these schools, at that stage, be cushioned – and become the most generously funded schools in the country?

More questions arise about the powers these schools will have. They will, one gathers from the pamphlets issuing from various right-wing think-tanks, be established as independent trusts. As such they will have control over their own curriculum (free), discipline (good), budget (excellent), hiring and firing of staff (interesting –

A Right raw deal

'Back to selection and the 11-plus: freedom of choice for some parents, but not for others'

though the unions won't like it), premises, admissions...

Hang on a minute. Both those two have wider implications. The premises of many schools, currently the property of the local education authority, are often used for a number of other functions – chiefly youth clubs and adult education in the evening. Where these functions are currently under the management of the school (that is, the village college or community school model), how will that be budgeted for and what obligation will the school have to keep it going?

Even more complicated will be the more common situation where these functions are managed by other branches of the local education authority. Will they stop? Or have to transfer elsewhere? Or will the local education authority have to rent back its own premises? I don't see any popularity coming the Government's way with any of these options.

Control of admissions is potentially the most explosive issue. In the newspaper leaks I have seen, it has been slipped in unobtrusively as if it were one of the more minor functions of an educational institution – almost a mere clerical job. The No Turning Back group of Conservative MPs were more blatant. In their pamphlet *Save Our Schools*, they suggest: "It will be up to the schools themselves to determine their acceptance

policies, and to decide which children wish to admit. There will undoubtedly be different standards, as various schools choose a different emphasis". In other words, back to selection and the 11-plus: freedom of choice for some parents, but not for others. The "best" schools will be best to seek out the "best" pupils.

The tragedy of all this is that the Right has taken a brilliant and radical Alliance and corrupted it. The Cambridge experiment has been twisted by it into a scheme for privatizing schools and reducing selection. In Cambridge, schools are given local management of budgets and organization. As "village colleges" (that is, 11-16 schools with community education responsibilities), they contract with their communities to provide adult education for the area; over and over that they have control of the letting of premises.

They are moving towards a system of "unit cost funding" – at a level determined by Whitehall but by the locally elected education committee. They are demanding considerable autonomy – but in return of accountability to all the children, adults in their respective areas – merely those they pick and choose.

This is the sort of decentralization that encourages innovation and initiative, but widens inequalities. But the risk of inequality is something that both the radical Right and one whit.

NEXT WEEK

State of the unions
James Meikle previews this Easter teacher union conferences
Merge or die?
Peter Smith of AMMA argues that there are more workable alternatives than teacher union amalgamations meeting the post-Burnham crisis
Structure of failure
Kenneth Baker's incentive proposals fall down when they are applied to real school
from ladies
Kenneth Mingue on the Tories
female vote
Extra – History

Educational Supplement

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TES/Mori poll bitter blow to unions

Parents back Baker's pay settlement

by Barry Huggill

Only a third of parents believe that teachers are underpaid, according to a specially commissioned poll conducted for *The TES* by MORI.

And more than half (54 per cent) consider it wrong that the teacher unions are taking strike action in protest at Mr Kenneth Baker's decision to replace the Burnham Committee, the pay negotiating body, with an advisory committee answerable solely to the Secretary of State.

The poll findings will come as a bitter blow in the two largest unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, whose members are currently taking selective strike action in protest at the scrapping of Burnham.

It will almost certainly lead to de-

mands from delegates at the unions' annual conferences, to be held over Easter, for a drastic rethink of campaign strategy.

Most disturbing for the unions is the poll finding that 54 per cent of those questioned do not believe that teachers are underpaid.

Throughout the three-year pay dispute, brought to an end by Mr Baker's decision to impose a settlement, the unions claimed to have parents behind them. They were boosted by pledges of support from the National Confederation of Parent-Teacher Associations, the largest "parent" organization, which deplored the damage caused by the constant disruption but sympathized with teachers' pay demands.

The poll shows that the unions no longer have parental support and it must raise questions as to whether they ever had it in the first place. The poll will be widely interpreted as a vindication of Mr Baker's high-risk strategy of imposing a settlement and will be seen as evidence that he is winning the propaganda battle with the unions.

It will also be used by the traditionally moderate unions, the Assistant Masters and Mistresses Association and the non-striking Professional Association of Teachers, to justify their "softly, softly" policies.

Poll details, page 5

Contract loopholes to be closed

by Richard Garner and James Meikle

The Government was expected to lay the order imposing the first stage of its pay award to teachers in England and Wales before Parliament yesterday.

The order includes what were described as "significant" alterations to the contract being imposed on teachers.

A new clause has been inserted insisting that teachers should write reports on their pupils as part of their duties. A requirement that teachers should be available at school for 195 days a year has been altered to read "availability for work".

The changes reflect worries that teacher unions could seize upon the new contract and use it in future disputes to work to rule.

The Government has not moved on its requirement for teachers to cover for colleagues for three days. However, the sub-clause, which said that teachers might have to step in for longer where the services of supply

teachers were not available has been altered. It now reads "where it is not reasonably practicable for the main-
taining authority to provide a supply teacher to provide cover." This is seen as increasing the responsibility of local education authorities to provide supply staff.

The Government is also publishing a discussion paper outlining how the 25,000 new incentive allowances of £500, due to be paid in October, should be distributed. Most will be paid for "outstanding classroom performance".

This could prove a thorny subject during consultation. There is no appraisal system and the unions are strongly opposed to "merit pay".

L.e.o.s., governors and headteachers will presumably have to allocate the awards.

The paper says these are to be awarded for positive achievements in one or more of the following categories:

THIS WEEK
COMMENT
PLATFORM
DIARY
PRIMARY
SCHOOL TO WORK
OVERSEAS NEWS
LETTERS
TALKBACK
FEATURES
REVIEWS/BOOKS/ARTS
DISCUSSION/DIA
PERSONAL COLUMN
NOTICEBOARD
AND CROSSWORD
CLASSIFIED

Divided we fall 4
Troubled unions 10
Power base 4
battle

A sound 4
start

Pluggers and 19
strugglers

EXTRA! 41-48
History



Sign of the times: a loud and clear message to the Department of Education and Science from Karen Metcalfe, a teacher supporting the National Union of the Deaf, which is protesting at what they say is an effective ban on deaf teachers and sign language in schools. Full story, page 8.

Unhappy Brent families apply for 'exit visas'

More than a third of parents in Brent with children in their last year of primary school are seeking secondary places outside the borough.

There are 1,600 pupils due to transfer from primary to secondary schools in September, but 618 have planned for schools outside Brent.

If all get their way – and there is no guarantee that they will – the north-west London authority will find itself with a major management problem as some secondary schools will be left with a minute intake of 11-year-olds.

Of those parents opting for Brent's provision, a considerable number are requesting places at schools in the borough's more affluent northern part. Some secondaries in the south of Brent already have chronic falling rolls and, according to the chief executive, Mr Charles Wood, "too many

teachers". The authority has already offered staff a cash inducement to switch schools.

Of the 618 pupils applying for transfers outside the borough, nearly 500 are white, with 100 of Afro-Caribbean and 26 of Asian origin.

The authority has received a great deal of negative publicity during the past year, much of it concerned with the ruling Labour group's implementation of anti-racist policies.

There is mounting evidence of disquiet within the local Labour Party over the manner in which the chairman of the education committee, Mr Ron Anderson, has been carrying out his duties.

It is expected that he will be removed as chairman within the next few weeks and replaced by his deputy, Mr Nitin Prashant.

NOTICEBOARD

PEOPLE...

Mr John Burgh, director-general of the British Council, will succeed Lord Quinton as President of Trinity College Oxford in September. Mr Richard Francis, managing director of BBC radio, will succeed Sir John at the British Council in July.

Mr Geoffrey Race, head of Birmingham school, Plymouth, to be head of Lymington community college from Easter. Mr Kenneth Barter, deputy head at Estover school, Plymouth, to succeed Mr Rees as head of Burmington school. Mr Roy Cooke, deputy head of Great Gars school, Birmingham, and deputy director of the Centre for the Study of Comprehensive Schools from 1985/6, to be head at St Helen's school, Bainsley. Mr Brian Bennett, head of art at Barhamsted school, Hertfordshire, to be president of the Royal Institute of Oil Painters.

CONFERENCES...

April 21-23
The Science of the Unknown: environment, exploration and education. Geographical Association conference at the Royal Geographical Society, 1 Kensington Gore, London SW7 and the London School of Economics, April 22 and 23. Full programme details from the Geographical Association, 343 Fulwood Road, Sheffield S10 3BP.

April 22-23
Educational Institute of Design, Craft and Technology conference at Trent Polytechnic, Nottingham with a CDT in education exhibition and design-related activities in primary and middle schools. Main

speakers: Peter Clarke, Msman Mannars, John Westley, Richard Shearnman and John Fulton. Details from Fred Williams, EDICT Administrator, 34 Burton Street, Malton Mowbray, Leicestershire LE13 1AF.

April 22-24
Communication Studies Network annual conference at Sheffield City Polytechnic. Presentations on the analysis of images and current developments in broadcasting and publishing and workshops, displays of books and equipment. Fee £50 (£20 non-members). Details from Peter Hartley, Conference Organizer, Department of Communication Studies, Sheffield City Polytechnic, Totley Hall Lane, Sheffield S17 4AB.

April 22-24
Care or control – an educational dilemma. National Association for Pastoral Care in Education West Midlands division conference at Lancaster Polytechnic. Speakers: Maura Healy, Chris Watkins, Patsy Wegner, Kevin Blackburn and Ron Best. Fee £80 with reductions for members and non-residents. Details from Beryl Starkey, Siskis Park School, Dane Road, Coventry CV2 4JW.

EVENTS...

April 22
A tale of the Arab world. A children's holiday event at the Museum of Mankind, Burlington Gardens, London W1 for 8 to 12-year-olds. Photographs, objects, room settings and audiovisual material will illustrate the daily life of Arab peoples of different backgrounds. Sessions begin at 10.30 am, 12 noon and

2.30 pm. Details and bookings with the British Museum education service, 01 636 1555 ext 511.

April 28-May 1
Get it together: an exhibition of new resources presented by Hertfordshire TVEI at Wobb Rise, Stevenage. Topics include book, video and software publications, Prestel, business games, profiling, library services, economic awareness, equal opportunities and teaching styles. Details from Martin Fildes, TVEI Project co-ordinator, The Grange, High Street, Stevenage, Herts.

COURSES...

April 21-24
Poetry and book arts: for teachers of all ages groups who want to develop children's literacy and visual skills through poetry at Rolle College, Epsom. Tutors: Maura Andrew, Schools' Poetry Association; and Paul Johnson. Fee £70 inclusive (£20 tutorial). Details from Paul Johnson, Faculty of Community Studies and Education, Manchester Polytechnic, 799 Wilmslow Road, Didsbury, Manchester M20 8RR.

April 21-25
Newcastle's Dance City Easter school for teachers of dance, physical education and drama. Teachers include Yair Vardi, Chris and Christine Crabtree, Sarah DeBell and Jane Marwood. Topics include the theory and practice of contemporary ballet and jazz dance techniques and music for dance. Details from Sarah DeBell, co-ordinator, Dance City, Peel Lane, Off Walmsley Street, Newcastle upon Tyne NE1 4DW.

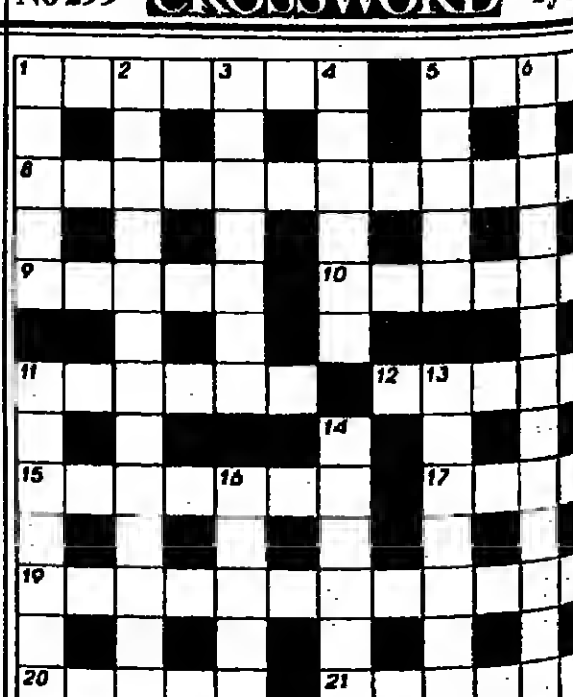
April 21-24
Bringing it to life – celebration and religious education at University College of North Wales, Bangor with Frank Tapping, Rabbi Hugo Gryn and the Singh children's theatre company and workshops on food, dance, creative music and art. Suitable for primary and secondary teachers of religious education. Details from the Christian Education Movement, Lancaster House, Borough Road, Islington, London N7 8BU. Fee £72 (£78 non-members).

INFORMATION

School radio
Mrs Jean Aldred would like to establish links with schools who have a school radio with a view to exchanging experiences, ideas and tapes. Please write to her at Eries high school, Eries Road, Colwyn Bay, Gwynedd LL29 7SP.

Photography
Chesham Museum is holding activity workshops for 8 to 13-year-olds on early photography, lasting about two hours and including camera obscura, photographic drawings, pinhole cameras and the social impact of photography in the 19th century. Details from Anna Rainsbury at Liz McBride, Chesham Museum, Gwy House, Rainsbury Street, Chesham, Bucks HP8 4JH. Details from Liz McBride, Chesham Museum, Gwy House, Rainsbury Street, Chesham, Bucks HP8 4JH.

No 299 CROSSWORD by R



ACROSS
1 Make a speech against decimal conversion (7)
2 For which a volume might be written (5, 8)
3 What does latter make of the R.A.F.? (7)
4 Celebrated call for help (6)
5 Country requiring careful handling (3)
6 One in class may accept authority (4, 7)
7 An improvement in relations (7)
8 Did cheque check – or not? (7)
9 All the world's a stage (7)
10 Do the deed (7)
11 A privateer (7)
12 A privateer (7)
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29 A privateer (7)



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Thumbs down from parents

Public opinion polls aren't everything, the politicians tell us. Yet they watch their ups and downs as closely as stockbrokers watch the market. So it is with the TES/MORI poll this week. It gives a limited snap-shot of public opinion about teachers' pay and their industrial action. Nobody—union leaders, parents' leaders, Mr Baker himself—can fail to test their own confident assertions about the attitudes of parents and the public against this new evidence.

The size of the majority against the teachers' strikes in support of their right to negotiate on pay, is a vindication of Mr Baker's political assessment—at least in the short term. From the teachers' point of view this is bad news, but it will not come as a great surprise. Even the parents' leaders, who have done their best to show solidarity with the teachers, have understood all along that teachers were not going to win over the parents by sending children home.

It could be argued that the size of the minority supporting the teachers is more remarkable than the size of the majority against them. But no amount of rationalization can make this poll good news for the teachers as they go into their Easter conferences. A guerrilla campaign through the summer would be more likely to discourage the minority than browbeat the majority.

The teachers have cultivated the idea that they are badly paid. This is at best a vague concept. What is "well-paid" or "badly-paid", is in the eye of the beholder and depends on unspoken comparisons with other jobs. Houghton thought the teachers were

badly paid. A case can be made out—and *The TES* would support it—that teachers in maintained schools have always been poorly paid, and that the recent pay increase (though a welcome step in the right direction) still leaves a lot to be desired.

But how general has this belief ever been? The poll shows that a solid majority think teachers are not underpaid. Even among the AB class—the section of the community most likely to have educational backgrounds and qualifications similar to the teachers'—only 42 per cent think teachers are hard done by, compared with 47 per cent who don't.

By making it a straight fight between himself and the teachers' unions, Mr Baker has played his political trump. The teachers have a lot of leeway to make up if they are to win this battle for public support. And if they can only protest by taking action which further antagonizes the public, they are on a hiding to nothing.

Mr Baker is now stating as a fact that teachers' pay rates are attractive and offer "good" salary prospects, and he now has some excellent figures for recruitment to teacher training which he is using to back up his claim. Admittedly he is assuming that news travels very fast, but applications for entry to BED, PGCE and Cert Ed courses are now running 12 per cent up on 1986. And in shortage subjects like maths and CDT, the increase is much higher (page 5). The growth of numbers in CDT is particularly gratifying.

The Teaching As A Career (TASC) programme is wholly to be welcomed and the first response to the

press advertisements which have been appearing in recent weeks has been very encouraging. The comparisons with 1986 are, of course, flattering because the 1986 recruitment was as dramatically below target as this year looks like being above. All the extra recruiting so far recorded (or almost all) was during the lull before the NUT and NAS/UTW resumed their programme of strikes.

Also in the news this week, the Royal College of Nursing has been using the teachers' 16.8 per cent pay award as leverage for a rise for nurses. Mr Trevor Clay, the general secretary of the RCN, is not above using what the teachers won by direct action to bolster the claims of his own members who have abjured strikes. Whatever ambivalence the public feels about teachers, the nurses enjoy a large measure of public support, and every time the TV screens show pictures of wards again down for lack of nursing staff, it ought to strengthen Mr Clay's hand.

The archaic methods of selecting and training nurses probably have a good deal to do with the recruiting figures, quite apart from the pay. The sooner Mr Norman Fowler grasps this nettle—and invokes the co-operation which the polys would be only too delighted to give—the better. But win is going to volunteer for jobs like nursing in Mrs Thatcher's Britain? Only someone perverse enough to stand out against the tide and put the rewards of helping other people ahead of self-interest, money-making and getting on. It will take more than a few percentage points on the pay package to restore nurses' morale.

COMMENT

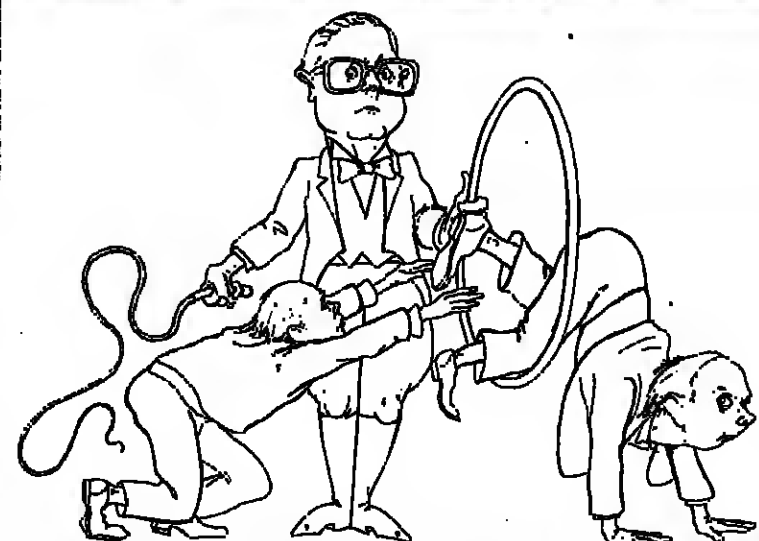
Tip-top timetables

Mr Baker has now spelled out to a bit more detail his plans for a national core curriculum (page 3). Unfortunately, for every question he answers he raises two more. He seems to have an amazing faith in what Parliament can do which is either naive or a way of side-stepping snags.

Mr Baker senses that there is a political consensus at Westminster for a new deal which would require all pupils everywhere to follow the same core courses. But his words perfectly exemplify his adopted naivety: "the Government intends to legislate early in the next Parliament to establish a national curriculum brought about by the co-operative efforts of the education service, the providers and the customers [our italics]. My aim is that when the Secretary of State sets out the national curricula, he will not be imposing his will but giving effect to a broad national consensus". Unfortunately, although our constitution has to pretend that Parliament is all-powerful, no minister can legislate "co-operation". This is a hollow statement. Given the complex and contentious relationships between the Secretary of State and his partners, it has become increasingly unrealistic to expect to avoid the linkage of one area of potential dispute from another.

The same naivety shone out at the very beginning of Mr Baker's statement. "Pupils", he said, "are entitled to a curriculum that draws upon individual talents and which challenges the child. This can be guaranteed only if it is required and enforceable by law [our italics]."

Unfortunately this is grandiloquent but meaningless. No matter how hard Mr Baker or Parliament try they can no more "guarantee" a good curriculum than they can enforce it by law. Does he intend to give the right of enforcement to parents by civil action? Or are we going to see the Secretary of State trying to enforce the impossible guarantee by intervening in every classroom at every hour of the day? Of course, the truth is that Mr Baker



Optimism from IT

Education is at the centre of the view of the future set out by the Long-Term Perspectives Group of the Information Technology Economic Development Committee, whose report *IT Futures*... It can work was published yesterday (page 13). It is subtitled an "optimistic view", which is encouraging, but it isn't clear how much substance is left when the froth of IT-speak is blown off.

It is a strange mixture of prescription and prophecy. Presumably the optimism is contingent upon its prescriptions being adopted in the future. These include much more education and training all round.

They also want to see employers providing training for payment in all manner of skills and occupations—and then the government funding young people to buy the training of their choice. They expressly reject the economic theory that employers should only train for their own projected needs.

The authors' special interest in Information Technology does not predispose them towards the Government's policy of switching the balance of higher education towards science and technology at the expense of the humanities.

"In our view of the future, Britain may have to capitalize upon originality, artistic creativity, design flair and professional expertise as much as our technical prowess. We may have to blend art and science as in television broadcasting. We must compete but let us not ignore our areas of competitive strength."

no comment

"HM Prison and Youth Custody Centre, Drake Hall, Epsom, Surrey. Education and Open Learning." From: Staffordshire County Council education department's internal vacancy list.

Second opinion

The outcasts mustn't job-spec

The Manpower Services Commission is prised to see its counter-enforce mandatory job-specification at the Youth Training Scheme while it should be the managing agents to the employers which are worth having. It is a different matter to enforce qualifications, without a few senior pupils could be invited, and acceptable employers been set. Yet this is happening.

To arrive at management, the MSC has set "lead bodies" in industry produced the rapidly changing schemes for YTS. And these bodies have left to go their own way. YTS is predicated on a shared modular approach and no shared competence.

A module, for example, something that may be a hour or two, or with several months. The framework there is an infinite variety of skills, coherence and transfer.

There is also the industry's "lead bodies" chosen. Some 120 have been chosen. The association, representing organizations and 27,500 heads and deputies, also calls on the Government to set up a professional body to supervise a national system of management development for senior teachers.

The YTS is expected to be a success. Its outcomes—transferrable skills, ability to apply the account when assessing the MSC has so far failed on some key, public bodies such as the County Training Board. All Council for Vocational Education is expressing concern about the specific requirements of employers and the broad-based qualifications which need to be essential both as a basis for higher education and for immediate employment.

Given the position of the YTS in the labour market, qualifications are all YTS must 40 per cent go to matches their occupational family.

Yet with employers' dominant group within what certainly is the diversity of all four YTS categories preserved? And what objectives such as equal opportunities in white, male presence.

In any case, at the MSC itself is a programme on standards, when the NCVQ's own priorities and when discussions on the respective roles of organizations, isn't it an enforce mandatory qualification?

Certainly, without a national framework which unit credit transfer and pooled outcomes of YTS, and cohesion, is even more dysfunctional for the people than the present system.

Mick Farley is senior adviser for further and higher education. He is a secondment to the YTS quality adviser for the

IN BRIEF

Union warns of kangaroo court

Teachers have been advised not to attend annual parents' meetings at schools in case they turn into "kangaroo courts". The first meetings will be held next term, as required by the 1986 Education Act. The Government has suggested that some members of staff and qualifications, without a few senior pupils could be invited, and acceptable employers been set. Yet this is happening.

Bugging claim

Mr Tony Miller, an executive member of the National Union of Teachers from Birmingham, claims his telephone has been tapped. He plans to lodge a complaint with the Home Office after hearing a short recording of a telephone interview he did with the local BBC Radio station being played back down the line. Mr Miller, after meetings with BBC representatives, is convinced that technical problems were not responsible.

Top training call

Twelve regional centres to coordinate management training for heads are called for by the National Association of Head Teachers in a discussion paper. The association, representing organizations and 27,500 heads and deputies, also calls on the Government to set up a professional body to supervise a national system of management development for senior teachers.

Benefit reform

The Government is set to reform the social security system to allow more young people to receive educational maintenance awards. At present maintenance awards are taken into account when assessing the supplementary and housing benefit and the family credit paid out to low-income families. From April 1988 no account will be taken of maintenance awards when assessing income-related benefits.

Strike closures

Seventeen schools in Inner London were forced to close last Thursday morning because of walk-outs sparked off by the authority's redeployment scheme. Members of the National Union of Teachers left schools to lobby the County Council, despite orders from the national union for a representative protest rather than a strike.

New CTC sponsor

Dixons, the electrical retail chain, is providing £1 million to set up the second of the 20 City Technology Colleges proposed by the Government for 11-18-year-olds with an aptitude in science and technology. Suitable premises are sought in the Doncaster-Rotherham area of Yorkshire.

Homework poll

Parents give their children little help with homework, not because of lack of time, but because they do not know the answers or fear they are out of date, according to a Gallup poll.

The survey of 600 parents carried out for the publisher, Charles Letts, found that:

- 68 per cent of parents aren't asked for help with their children's homework
- 48 per cent would like to help their children more, but felt unable to
- 70 per cent said they lacked knowledge or ability in certain subjects
- Only 17 per cent could correctly answer a simple maths question taken from a textbook for 11-year-olds.

Travellers' aid

Specialist teachers and advisers are needed to improve opportunities for travellers' children, the National Union of Teachers said this week. The families encountered discrimination and prejudice which paralleled the racism experienced by black communities. Local authorities should provide official status, free from harassment, where children could benefit from schools. Separate teaching provision is needed to reinforce prejudice.

Barry Hugill reports on the surprise announcement of legislation for a national curriculum

Local authorities irate at timing of Baker statement

Local authority leaders are angry at the timing of Mr Kenneth Baker's announcement on legislation to introduce a national core curriculum.

The Secretary of State surprised a meeting of the Commons Select Committee on Education by unveiling his plan.

There had been no warning of Tuesday's statement and MPs were uncertain whether to protest at Mr Baker's timing of Parliamentary business—major announcements are supposed to be made to the House, not to select committees—or to flatter him for having done so. They agreed to flatter.

Mr Baker promised legislation in the next Parliament to ensure all children receive a grounding in maths and English, science, a foreign language, history, geography and technology. Such a curriculum could be guaranteed only if "required and enforceable by law", he said.

The efficacy of the national curriculum would be measured by tests, but pupils aged seven, 11 and 14, to be based on attainment targets, that "would allow for variations in ability".

The tests would be set and marked by teachers, but moderated externally.

Mr Baker denied his plan would lead to a narrow curriculum. Subjects outside the core would be taught, and he stated that the "benchmark" tests were not exams pupils would pass or fail but a way of "drawing out" what they knew.

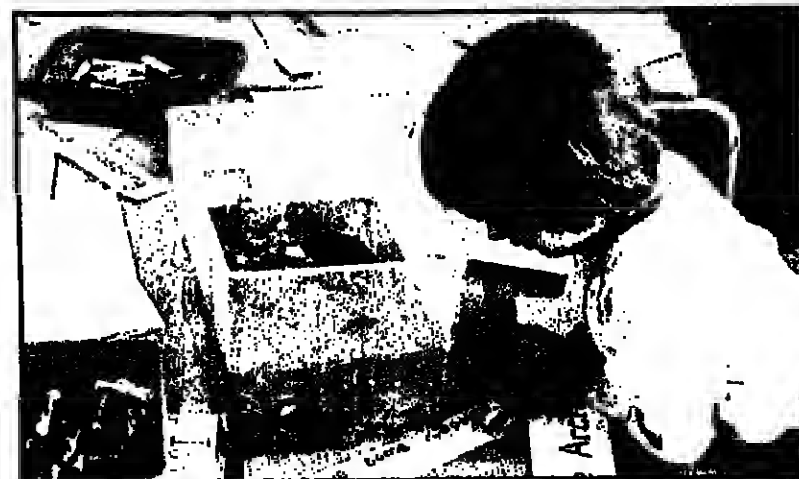
Mr Baker did not intend to impose a national curriculum, and its content must be largely determined by professional educators—primary teachers.

Representatives of local authority associations were "amused" that he had made his announcement before consulting their proposal for a national advisory body on the curriculum—along the lines of that for public sector higher education.

"It is difficult to reconcile Mr Baker's eagerness to pass a law with his stated desire to obtain a national consensus," said one official.

One explanation of the Secretary of State's haste would be his desire to have the proposal put in the Conservative election manifesto.

Mr Baker is convinced it will prove popular with parents, providing them



Primary science is to come under the curriculum planners' scrutiny.

with evidence to judge the performance of their children, schools and teachers.

A key element of the Conservative election campaign will be "parent power", exemplified by manifesto promises to introduce laws giving heads and governors more control over schools, and now a national curriculum complete with regular testing.

Soon after Easter, two working parties will begin considering what should go into the core curriculum, first concentrating on primary maths and science.

It is anticipated that most of the working parties' members will be teachers. Their reports will form the basis of consultative documents to be distributed to all interested groups. Mr Baker told the committee that he

hoped for the widest possible participation in consultations.

He was convinced there existed a "national consensus" on the need for a core curriculum, and he did not believe it was a "party matter".

The reality is that, while most educationists favour a national curriculum, there is no consensus on what, say, should constitute a core history curriculum.

The unions already reject "benchmark" testing and will stress the need for additional resources if the plans were to be implemented. The National Union of Teachers has long held that a national curriculum already exists—and the real problem is lack of staff.

Both Labour and the Alliance will call for more resources and resist any Conservative attempt to impose a curriculum unacceptable to teachers.

'Giving effect to a broad consensus'

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"Pupils are entitled to a curriculum that draws upon individual talents and which challenges the child. This can be guaranteed only if it is required and enforceable by law. That is the principle on which the Government now intends to stand."

The Government wants the national curriculum to be as good as the best minds in the country can make it. The level of attainment to be aimed at and the content of what is taught should reflect the best practice of our good schools.

The duties placed on the schools should leave full scope for good teaching, and for this country's tradition that teachers use their professional talents and skills to adapt the work to each pupil and to develop new approaches as new needs arise.

But two aspects of our educational tradition will have to be modified. First, we can no longer leave individual teachers, schools, or local education authorities to decide the curriculum children should follow. It is no longer acceptable that many children have a much less good curriculum than others through the accident of where they happen in to school, or where they live.

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The Government intends to legislate early in the next Parliament to establish a national curriculum brought about by the co-operative efforts of the education service, the providers and its customers. My aim is that when the Secretary of State sets out the national curriculum, he will not be imposing his will but giving effect to a broad national consensus.

We want to ensure that pupils have a well-balanced foundation curriculum suitable to their abilities and aptitudes which, during the compulsory period, includes not only maths and English, but also science, foreign languages, history, geography and technology in its various aspects. Time should be

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Continued from page 1

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PERHAPS WE SHOULD DEMAND EQUAL HOLIDAYS AS WELL AS EQUAL PAY...



Alliance drafts 12-point plan

The SDP/Liberal Alliance has set itself the modest task of making Britain the best educated and best trained nation in the world.

Mr Paddy Ashdown, Liberal education spokesman, told a House of Commons press conference on Wednesday that the Alliance had a 12-point plan for a "fresh start" to rebuilding the education system.

The programme includes reform of the A level system, a new ministry of education and training, greater control for schools over their own management and financial affairs, an independent review body for teachers' pay and conditions and a doubling of the proportion of 18-year-olds entering higher education by 2000.

Thumbs down from parents

Public opinion polls aren't everything, the politicians tell us. Yet they watch their ups and downs as closely as stockbrokers watch the market. So it is with the TESMORI poll this week. It gives a limited snapshot of public opinion about teachers' pay and their industrial action. Nobody—union leaders, parents' leaders, Mr Baker himself—can fail to test their own confident assertions about the attitudes of parents and the public against this new evidence.

The size of the majority against the teachers' strikes in support of their right to negotiate on pay, is a vindication of Mr Baker's political assessment—at least in the short term. From the teachers' point of view this is bad news, but it will not come as a great surprise. Even the parents' leaders, who have done their best to show solidarity with the teachers, have understood all along that teachers were not going to win over the parents by sending children home.

It could be argued that the size of the minority supporting the teachers is more remarkable than the size of the majority against them. But no amount of rationalization can make this poll good news for the teachers as they go into their Easter conferences. A guerrilla campaign through the summer would be more likely to discourage the minority than browbeat the majority.

The teachers have cultivated the idea that they are badly paid. This is at best a vague concept. What is "well-paid" or "badly-paid", is in the eye of the beholder and depends on unspoken comparisons with other jobs. Houghton thought the teachers were

badly paid. A case can be made out—and the TES would support it—that teachers in maintained schools have always been poorly paid, and that the recent pay increase (though a welcome step in the right direction) still leaves a lot to be desired.

But how general has this belief ever been? The poll shows that a solid majority think teachers are not underpaid. Even among the AB class—the section of the community most likely to have educational backgrounds and qualifications similar to the teachers—only 42 per cent think teachers are hard done by, compared with 47 per cent who don't.

By making it a straight fight between himself and the teachers' unions, Mr Baker has played his political trump. The teachers have a lot of leeway to make up if they are to win this battle for public support. And if they can only protest by taking action which further antagonizes the public, they are on a hiding to nothing.

Mr Baker is now stating as a fact that teachers' pay rates are attractive and offer "good" salary prospects, and he now has some excellent figures for recruitment to teacher training which he is using to back up his claim. Admittedly he is assuming that news travels very fast, but applications for entry to BED, PGCE and Cert Ed courses are now running 12 per cent up on 1986. And in shortage subjects like maths and CDT, the increase is much higher (page 5). The growth of numbers in CDT is particularly gratifying.

The Teaching As A Career (TASC) programme is wholly to be welcomed and the first response to the

press advertisements which have been appearing in recent weeks has been very encouraging. The comparisons with 1986 are, of course, flattening because the 1986 recruitment was as dramatically below target as this year looks like being above. All the extra recruiting so far recorded (or almost all) was during the lull before the NUT and NAS/UWT resumed their programme of strikes.

Also in the news this week, the Royal College of Nursing has been using the teachers' 16.8 per cent pay award as leverage for a rise for nurses. Mr Trevor Clay, the general secretary of the RCN, is not above using what the teachers won by direct action to bolster the claims of his own members who have abjured strikes. Whatever ambivalence the public feels about teachers, the nurses enjoy a large measure of public support, and every time the TV screens show pictures of wards shut down for lack of nursing staff, it ought to strengthen Mr Clay's hand.

The archaic methods of selecting and training nurses probably have a good deal to do with the recruiting figures, quite apart from the pay. The sooner Mr Norman Fowler grasps this nettle—and invokes the co-operation which the polys would be only too delighted to give—the better. But who is going to volunteer for jobs like nursing in Mrs Thatcher's Britain? Only someone perverse enough to stand out against the tide and put the rewards of helping other people ahead of self-interest, money-making and getting on. It will take more than a few percentage points on the pay package to restore nurses' morale.

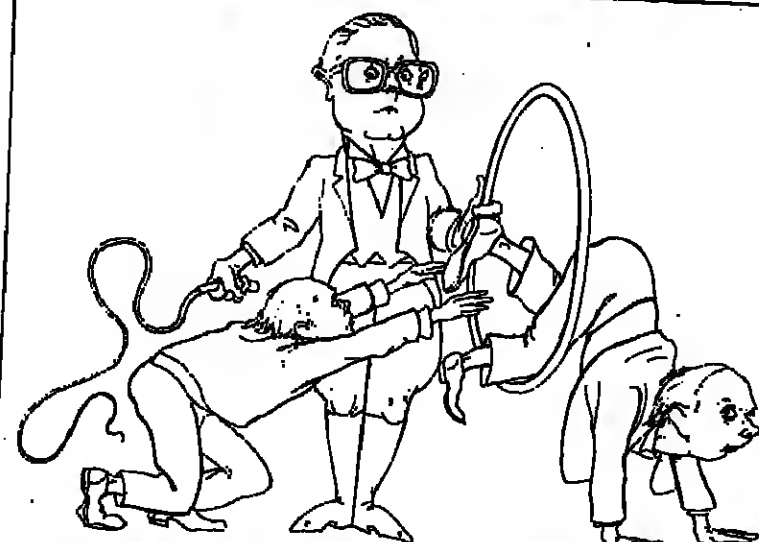
COMMENT

Tip-top timetables

Mr Baker has now spelled out in a bit more detail his plans for a national core curriculum (page 3). Unfortunately, for every question he answers he raises two more. He seems to have an amazing faith in what Parliament can do, which is either naive or a way of side-stepping snags.

Mr Baker senses that there is a political consensus at Westminster for a new deal which would require all pupils everywhere to follow the same core courses. But his words perfectly exemplify his adopted naivety: "The Government intends to legislate early in the next Parliament to establish a national curriculum brought about by the co-operative efforts of the education service, the providers and the customers (our pupils). My aim is that when the Secretary of State sets out the national curriculum, he will not be imposing his will but giving effect to a broad national consensus." Unfortunately, although our constitution has to pretend that Parliament is all-powerful, no minister can legislate "co-operatively". This is a hollow statement. Given the complex and contentious relationships between the Secretary of State and his partners, it has become increasingly unrealistic to expect to avoid the linkage of one area of potential dispute from another.

The same naivety shone out at the very beginning of Mr Baker's statement. "Pupils," he said, "are entitled to a curriculum that draws upon individual talents and which challenges the child. This can be guaranteed only if it is required and enforceable by law (our pupils)." Unfortunately this is the grandiloquent but meaningless. No matter how hard Mr Baker or Parliament try they cannot no more "guarantee" a good curriculum than fly. Nor can they enforce it by law. Does he intend to give the right of enforcement to parents by civil action? Or are we going to see the Secretary of State trying to enforce the impossible guarantee by intervening in every classroom at every hour of the day? Of course, the truth is that Mr Baker



is neither as naive nor as ambitious as he pretends. What will emerge in practice will simply be a large bureaucratic system enforcing a bit more uniformity on 20,000-odd primary schools and 5,000 secondary schools (already heavily controlled through the examination system). It will be neither as oppressive as Mr Baker's words might suggest, nor yet will it live up to his hopes.

It's all about teaching; there is nothing about learning. It treats the curriculum as if it were simply a set of subjects on the timetable. His "very strong working groups" can write programmes to turn the Baker timetable into a set of study plans. But in reality the curriculum doesn't only consist of what the teachers bring to the class, it also turns on what the class brings to the teacher. The uniform curriculum prescribed from on high by what Mr Baker laughingly calls "the best minds in the country" will still mean something different in every classroom in the land.

Mr Baker is clear that he does not want the whole timetable to be dictated nationally, and that he recognizes the danger that his benchmarks at 7, 11 and 14 could become basic minima to which teachers gear their training. He sees the danger, says it will be avoided, but gives no indication how, beyond saying that the teachers should allow for variations in ability.

This all-powerful Parliament will have a job on its hands "guaranteeing" that all Mr Baker's contradictory aims are met. Much more likely is that the benchmarks—internally tested and externally moderated—will become over-important in a school system already prone to allowing exams to be dangerously dominant. But not necessarily so: it could be otherwise if the tests were used for diagnostic purposes not just as a check on teachers and pupils. Experience shows this is expensive. It is much cheaper to let the test results pile up in the cupboard.

Mr Baker's announcement is of profound significance if he survives to carry it through. He told the Select Committee nothing about resources, but the more he seeks to lay down the curriculum the more surely he gets drawn into questions of staffing. If he prescribes teachers for all, he must find science teachers for all. If he wants a second language for all from 11-16, he must ensure that every school is properly staffed. All this implies more and more intervention by him, more and more executive action, more and more civil servants. Those who have advocated "curriculum-led" staffing have it as a way of enforcing demands for resources of all kinds. Does Mr Baker understand this? Is he prepared to follow this road to the end? Or will he be off somewhere else before the crunch comes?

Optimism from IT

Education is at the centre of the view of the future set out by the Long-Term Perspectives Group of the Information Technology Economic Development Committee, whose report *IT Futures*... IT can work was published yesterday (page 13). It is subtitled an "optimistic view", which is encouraging, but it isn't clear how much substance is left when the froth of IT-speak is blown off.

It is a strange mixture of prescription and prophecy. Presumably the optimism is contingent upon its prescriptions being adopted in the future. These include much more education and training all round.

They also want to see employers providing training for payment in all manner of skills and occupations—and then the government funding young people to buy the training of their choice. They expressly reject the economic theory that employers should only train for their own projected needs.

The authors' special interest in Information Technology does not predispose them towards the Government's policy of switching the balance of higher education towards science and technology at the expense of the humanities.

"In our view of the future, Britain may have to capitalize upon originality, artistic creativity, design flair and professional expertise as much as our technical prowess. We may have to blend art and science as in television broadcasting. We must compete but let us not ignore our areas of competitive strength."

no comment

"HM Prison and Youth Custody Centre, Drake Hall, Ecclesall, Nr. Stafford. Lecturer Grade 1 in Access Education and Open Learning." From Staffordshire County Council, education department. Internal vacancy list.

Mick Farley is senior assistant for further and higher education. He spent 1986-87 secondment to the MSC at a quality adviser for the YTS.

The outcome mustn't be job-specific

The Manpower Services Commission is poised to use its contract to enforce mandatory quality training while it should be making arrangements to offer training which are worth having in a different matter to enforce qualifications, without any and acceptable framework been set. Yet this appears to be happening.

To arrive at mandatory training, the MSC has used its "lead bodies" in industry to produce the rapidly drafted training schemes for a YTS. And these bodies have been left to go their own way. The YTS is predicated on a non-based modular approach to training, and no shared conceptual framework has been developed.

A module, for example, is something that may be achieved in one or two, or three, or several months. Without a framework there is likely to be infinite variety of modules, coherence and transferability. There is also the question of industry's "lead bodies" chosen. Some 120 industrial organizations and 85 joint councils exist. These range from the training bodies which have a common base of which may have had some become a "lead body".

The YTS is expected to be outcomes— including personal effectiveness, transferable skills, ability to apply them— as people are entitled to all four MSC has so far failed to enforce some key, politically sensitive bodies such as the Construction Training Board. And the Council for Vocational Qualifications is expressing concern about the conflict between the specific requirements of employers and the broader objectives which need to be met. Such objectives are essential both as the backbone and higher education and further immediate employment.

Given the position of YTS in the labour market, job qualifications are almost appropriate: of all YTS graduates most 30 per cent go into a job which matches their occupational family.

Yet with employers' dominant group within YTS, what certainty is there that the YTS will be able to preserve? And what objectives such as race and equality which some "lead bodies" example, in construction— and in white, male preserves?

In any case, at the very least the MSC itself is reviewing its own standards and objectives, when the NCVO is reviewing its own priorities and way of working, and when discussions are taking place on the respective roles of the organizations, isn't it an odd time to enforce mandatory qualifications? Certainly, without a firm framework which ensures credit transfer and all the expected outcomes of YTS, the lead bodies are in danger of being a system which, lacking in coherence and cohesion, is even more dysfunctional for individual people than the present one.

Mick Farley

IN BRIEF

Union warns of kangaroo court

Teachers have been advised not to attend annual parents' meetings at schools in case they turn into "kangaroo courts".

The first meetings will be held next term, as required by the 1986 Education Act. The Government has suggested that some members of staff and a few senior pupils could be invited.

But the Assistant Masters and Mistresses Association is worried about advice which suggests how criticisms of individuals may be levelled, if the person concerned is present.

Bugging claim

Mr Tony Miller, an executive member of the National Union of Teachers from Birmingham, claims his telephone has been tapped. He plans to lodge a complaint with the Home Office after hearing a short recording of a telephone interview he did with the local BBC Radio station being played back over the line. Mr Miller, after meetings with BBC representatives, is convinced that technical problems were not responsible.

Top training call

Twelve regional centres to coordinate management training for heads are called for by the National Association of Head Teachers in a discussion paper today. The association, representing 27,500 heads and deputies, also calls on the Government to set up a professional body to supervise a national system of management development for senior teachers.

Benefit reform

The Government is set to reform the social security system to allow more young people to receive educational maintenance awards. At present maintenance awards are taken into account when assessing the supplementary and housing benefit and the family credit paid out to low-income families. From April 1988 no account will be taken of maintenance awards when assessing income-related benefits.

Strike closures

Seventeen schools in Inner London were forced to close last Thursday morning because of walk-outs sparked off by the authority's redeployment scheme. Members of the National Union of Teachers left schools to lobby County Hall, despite orders from the national union for a representative protest rather than a strike.

New CTC sponsor

Dixons, the electrical retail chain, is providing £1 million to set up the second of the 20 City Technology Colleges proposed by the Government for 11-18-year-olds with an aptitude in science and technology. Suitable premises are sought in the Doncaster-Rotherham area of Yorkshire.

Homework poll

Parents give their children little help with homework, not because of lack of time, but because they do not know the answers or fear they are out of date, according to a Gallup poll.

The survey of 600 parents carried out for the publisher, Charles Letts, found that:

- 68 per cent of parents aren't asked for help with their children's homework.
- 48 per cent would like to help their children more, but felt unable to.
- 70 per cent said they lacked knowledge or ability in certain subjects.
- Only 17 per cent could correctly answer a simple maths question taken from a text book for 11 year-olds.

Travellers' aid

Specialist teachers and advisers are needed to improve opportunities for travellers' children, the National Union of Teachers said this week. The families encountered discrimination and prejudice which paralysed the racism experienced by black communities. Local authorities should provide official sites, free from harassment, where children could benefit from separate teaching provision, tend to be reinforced prejudice.

Barry Hugill reports on the surprise announcement of legislation for a national curriculum

Local authorities irate at timing of Baker statement

Local authority leaders are angry at the timing of Mr Kenneth Baker's announcement on legislation to introduce a national core curriculum.

The Secretary of State surprised a meeting of the Commons Select Committee on Education by unveiling his plan.

There had been no warning of Tuesday's statement and MPs were uncertain whether to protest at Mr Baker's flouting of Parliamentary tradition—major announcements are supposedly made to the House, not to select committees—or he flattered them by telling them first. They succumbed to flattery.

Mr Baker promised legislation in the next Parliament to ensure all children receive a grounding in maths and English, science, a foreign language, history, geography and technology.

Such a curriculum could be guaranteed only if it is required and enforceable by law," he said.

The efficacy of the national curriculum would be measured by tests, for pupils aged seven, 11 and 14, to be based on attainment targets that "would allow for variations in ability".

Mr Baker did not intend to impose a national curriculum, and its content must be largely determined by professional educators—primarily teachers. Representatives of local authority associations were "upset" that he had made his announcement before considering his proposal for a national advisory body on the curriculum—along the lines of that for public sector higher education.

It is difficult to reconcile Mr Baker's eagerness to pass a law with his stated desire to obtain a national consensus," said one official.

One explanation of the Secretary of State's haste would be his desire to have the proposal put in the Conservative election manifesto.

Mr Baker is convinced it will prove popular with parents, providing them

The tests would be set and marked by teachers, but moderated externally.

Mr Baker denied his plan would lead to a narrower curriculum. Subjects outside the core would still be taught, and he stressed that the "benchmark" tests were not exams pupils would pass or fail but a way of "drawing out" what they knew.

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It is anticipated that most of the working parties' members will be teachers. Their reports will form the basis of consultative documents to be distributed to all interested groups. Mr Baker told the committee that he

hoped for the widest possible participation in consultations.

He was convinced there existed a "national consensus" on the need for a core curriculum, and he did not believe it was a "party matter".

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Both Labour and the Alliance will call for more resources and resist any Conservative attempt to impose a curriculum unacceptable to teachers.



Primary science is to come under the curriculum planners' scrutiny.

with evidence to judge the performance of their children, schools and teachers.

A key element of the Conservative election campaign will be "parent power", exemplified by manifesto promises to introduce laws giving heads and governors more control over schools, and now a national curriculum complete with regular testing.

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found for music, art and physical education. Religious education is covered by the 1944 Act.

For each subject within the foundation curriculum, it will be necessary to determine clear and challenging attainment targets for the key ages of seven, 11 and 14. These targets should allow for variations in ability. They should not result in an unduly narrow approach to teaching and learning.

Having established the attainment targets, it will be necessary to determine and define the essential content, skills and processes of what has to be covered and taught in each subject. This approach parallels what is now being developed for the 14-16 period through GCSE.

I emphasize that what is defined will be a core: it should leave ample scope for teachers to build around it, to exploit individual pupils' abilities, and to determine their own methods of teaching for the whole ability range.

Having decided the core of what should be learnt, we need to assess pupils' performance in relation to the attainment targets. Those attainments which can be tested will be tested at the key ages.

But we do not want teachers to teach only what is testable, so it will be essential also to assess work done in the class at the key ages. The tests and the assessments would fall to the teachers, but both would be externally moderated.

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Mr Baker—who has just received the results of a National Association of Careers and Guidance Teachers' survey which showed that careers work is starved of resources in many schools—told the conference that "a huge amount" could be achieved without spending money.

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PERHAPS WE SHOULD DEMAND EQUAL HOURS AS WELL AS EQUAL PAY...

BY NINA GOLD

STRICTLY CONFIDENTIAL

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The programme includes reform of the A level system, a new ministry of education and training, greater control for schools over their own management and financial affairs, an independent review body for teachers' pay and conditions and a doubling of the proportion of 18-year-olds entering higher education by 2000.

Peter Smith suggests how the unions could recapture the initiative and show true professionalism now that they have been marginalized over pay and conditions bargaining

Divided we fall...

The arguments for teacher union amalgamations have been obvious for some time. The Burnham/Ascas debate, no matter who was to blame, has merely pointed up the logic.

The commercial case is almost unarguable. The subscription income currently funding duplicated bureaucracies - however individually efficient - would be reduced. Some of that liberated revenue could be returned to members in improved services. Some could be used for more cost-effective public campaigning. Teachers would get better value for money. They would be better served in other ways too.

Historically, the various teachers' unions came into being because there were different interests within the profession and identifiable tensions between them. These tensions were always hard to reconcile. The task is infinitely harder when they are institutionalized by many unions competing in a shrinking membership market.

No longer acknowledged as conflicting priorities which can never be simultaneously achieved, the tensions become articles of faith on which compromise is impossible. The resulting and furious scrubbing of dirty linen in public is damaging by any test. Teachers are baffled by their leaders' negotiating manoeuvres: the employers are unable to work out which temporary coalition of unions might deliver on agreement and actually abide by it; the public loses sight of the essential issue over which the unions were trying to win their support; politicians capitalize on the chaos or fill the vacuum, depending on which way you interpret it.

The message of the Teachers' Pay and Conditions Act and the Government's capacity to extend it beyond its initial three-year term is clear. According to Kenneth Baker, unless the

unions co-ordinate themselves out and develop the taste for real negotiation, somebody else had better do it for them. But there is a hidden curriculum too. Mr Baker's repeated assurance that the Act is merely interim, that he has no wish to be the determinant of teachers' pay and conditions, is more than slick public relations. The truth is that he doesn't want the hassle of presiding over a factionalized profession for a moment longer than he has to. If there's going to be any unpopularity over pay and conditions settlements, and in the long run there always will, he'd sooner it be lighted on the unions.

The complementary reluctance of the unions to shoulder the invidious burden is ironically one of the reasons why I do not believe that mergers will actually happen - and certainly not by 1990. The crucial issue is not, in reality, the unions' recovering the right to negotiate; it is their preparedness to assume the responsibility of striking bargains rather than attitudes, and bargains with inevitable shortcomings and imperfections.

The most immediate problem - the absence of any national forum in which teachers' pay and conditions - need only be temporary. The local authorities have already signalled their wish for a joint employer-employee body to

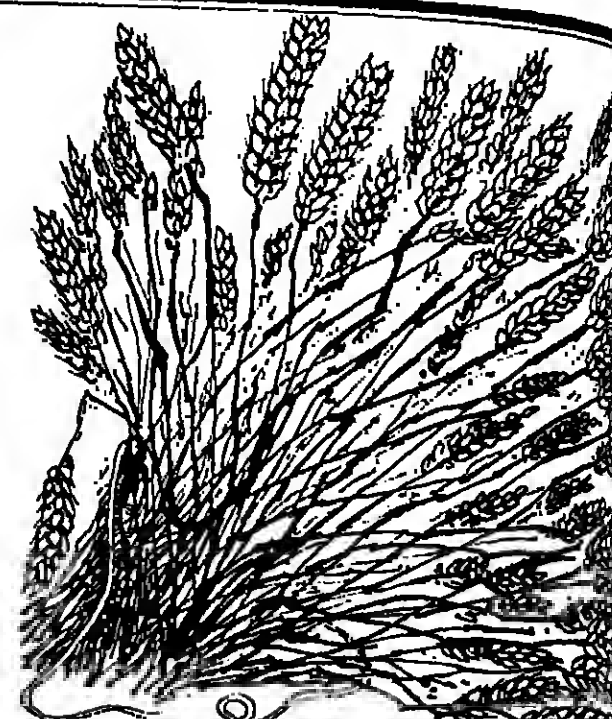
negotiate matters of common interest. We should not be too mesmerized by Mr Baker's imposed settlement to identify what they might be.

The most obvious is also the most urgent: how will the plenary Baker conditions of service framework actually be implemented day-to-day in schools? There are five options at least: pretend that the framework doesn't exist and muddle along; accept that it does exist, but by a mixture of rule, seek to subvert it; allow it to be interpreted in as many different ways as there are schools; allow different local authorities to interpret it in 104 different ways; or seek national agreement on how it should be applied.

The most responsible of these options seems to me to be self-evidently the last. It is in the interests of all teachers wanting restored peace. If only because they cannot stand the prospect of endless turmoil with no obvious goal except self-inflicted stress. It is in the interests of all teachers' heads included - anxious to see clear, orderly and fair industrial relations and personnel practices in schools. By no means least, it is the most consistent with the unions' argument for fully restored negotiating rights.

The starting point for such an agreement seems to me equally obvious: a decision on how the 1,265 hours per year which teachers will work under the direction of their heads should be allocated. For the majority of the local authorities and the two unions signatory to the Ascas agreement that should be easy, for they have already subscribed to a clear, workable understanding. It is the resource implications above the Baker ceiling, but the authorities repeatedly went out of their way to make clear that they would meet them.

Mr Baker has adopted the total



1,265 hours, but provided no rationale: nor should he be invited to, unless we are to connive in the very imposition we all oppose. It is for the teachers' unions and employers to underpin it with their own. The first test of the collective will to negotiate could be for them to do just that - and show of union solidarity on that issue, however narrow, would do more for ordinary teachers than any amount of platform rhetoric.

If there is a need for post-Baker damage limitation, there are also initiatives over which the unions can collaborate. One is a legacy of the Burnham Committee itself - and in danger of disappearing with it.

In its final days, the teachers' panel, admittedly conscious of its imminent dissolution, considered detailed proposals for establishing a jointly funded, independent secretariat. Its main role would have been to collect and analyse data on pay levels and movements as a basis for future salaries claims within the Burnham Committee. Does the abolition of the committee justify abandoning that project which teachers' organizations need more than ever to present a statistically well-founded and coherent case? That makes no sense, and in my view it should be revived immediately.

Peter Smith is deputy general secretary of the Assistant Masters' Association, but the views are his own.

DIARY

Means wiles

The deeply divided teachers' unions are in dire need of a Harry V or a Churchill behind whom they can rally to defeat the wily and formidable Mr Kenneth Baker. Instead, it seems, they have a Machiavelli in their midst.

A document, stamped confidential and sent to all NAHT branch secretaries from head office giving advice on how to be good trade unionists, is a positive masterpiece of political agility. The message of old Niccolò - that the end justifies the means - is apparent in practically every line.

The union slogan towards an opponent, for example, to "know thine enemy", to "hear all, see all, but say nothing", to "beware of corruption with politicians", and to "remember that politicians are usually more interested in vote-catching than in educational principles".

The most revealing bit, however, comes when the "secret" document turns to giving advice on doing business with other teacher union officers. This is a sample: "We all have trouble with our members' training needs, and before a defensible activity, it is the most tangible evidence of our interest in the whole profession."

It would be the most telling sign that teachers are wise to put their own house in order, not need, and never needed, Mr Baker's advice on slonism.

Unfortunately, such intentions are likely to be misunderstood when news of them falls into the wrong hands.

Powys failure

Here's trouble for you from the Land of Song. A report by HM Inspectors, based on a visit to the Welsh language Ysgol Dyffryn Conwy at Llanrwst, Powys, two years ago, has not been published.

The official explanation is that there have been problems translating the report from English into Welsh. Steps have now been taken to resolve those hold-ups, according to the Welsh Office, so the HMI report should be out soon.

But this has not satisfied Mr Wyn Jones, general secretary of the Welsh teachers' union, UCAC, who wants to know why HMI who visit Welsh-medium schools are apparently incapable of writing their reports in Welsh as well as English.

Trotting them out

Thanks to a breathtaking technological breakthrough, the National Union of Teachers will for the first time be offering delegates at its annual conference, which begins next weekend in Eastbourne, instant video recordings of their performance at the rostrum.

Unfortunately, it could become a bore's charter. One of the uses to which it could be put, according to the union's organ, *The Teacher*, is to play back excerpts of conference debates to NUT members in school. However, it could be particularly useful to Trotskyist union members in amplying the staffroom so they can get on with forcing through their own items on the agenda.

Aids mémoire

The ally season seems to be starting early this year. At any rate, the number of people who are prepared to make light of the great AIDS scare seems to be growing.

The latest daft wheeze comes from Trent Polytechnic students, whose newspaper, *Nottingham Student*, has just proclaimed 1987 "Year of the Condom".

Acronym

Data relating 1982-1989 taken from the principal reports of the Central Register and the Department of Education and Science.

Barry Hugill analyses the new TES/MORI poll on attitudes towards the teachers' dispute

Only 1 in 3 back claim for higher pay

The TES-commissioned MORI poll is the first reliable indicator of what parents actually think about the long-running dispute between the teacher unions and the Government.

The sample was of 1,609 adults in 161 constituencies in England and Wales. All interviews were conducted face-to-face between March 26 and April 2 and the data were weighted to reflect the known population profile.

Not all of the people interviewed were parents but when the results were broken down it showed that there was no difference between the views of the sample as a whole and those with children of school age.

To the question, "On balance, do you think teachers are underpaid or not?" 33 per cent answered yes and 54 no.

Thirty-nine per cent thought teachers justified in taking strike action over the Government's removal of their rights to negotiate over pay, with 54 per cent considering there was no justification for strikes.

There were, however, variations in response when the answers were broken down according to the age of the parents' children.

Parents with children aged six to



Parents of younger children were the most sympathetic to the teachers' case

nine were the most sympathetic to the teachers, with 38 per cent believing they were underpaid. And 43 per cent of this group thought teachers justified in striking in protest at their loss of negotiating rights over pay as opposed to 30 per cent of the population as a whole.

The least sympathetic were parents of children aged 10 to 14, with only 32 per cent considering teachers underpaid and 61 per cent disapproving of

strike action. Perhaps unsurprisingly, the younger the respondent the more sympathy for the teachers. Thirty-eight per cent of 18 to 24-year-olds thought them underpaid as opposed to 28 per cent of the 55-64 age group. Equally unsurprisingly, the higher-paid social class categories (A1) were more likely to consider teachers' pay too low - 42 per cent - with those in the lower categories (DE) - 31 per cent - least sym-

pathetic. The most marked variations were regional. In the Greater London area 46 per cent thought teachers underpaid, with 37 per cent supporting their right to strike over the removal of negotiating rights.

In the North and Midlands only 31 per cent considered pay too low, with 30 per cent and 28 per cent respectively supporting the right to strike.

Although the questions were concerned with attitudes to the teachers, respondents were asked their voting intentions. The results were in line with other recently published opinion polls with 41 per cent support for the Conservatives, 29 per cent for Labour and 29 per cent for the Alliance.

Labour supporters were much more likely than Conservatives to sympathize with the teachers - 45 per cent as opposed to 23 per cent, considering them underpaid. Thirty-five per cent of declared Alliance voters thought teachers underpaid.

More than half of Labour voters (56 per cent) supported the teachers' right to strike as did 49 per cent of Alliance supporters. Nearly a quarter (21 per cent) of Tories thought the teachers had a case for strike action against the removal of negotiating rights.

Question 1: On balance, do you think teachers are underpaid or not?

Total	Children in household					Sex	Age	Region	Voting	Working status				
	Aged 6-14	Aged 5-9	Aged 10-14	None	Under 15					Total	Alln (Not Lib/SDP)	Full time	Part time	Not work/unempl
Yes, underpaid	33	36	38	32	31	33	33	37	34	28	31	28	38	23
No, not underpaid	54	52	48	57	58	54	54	48	54	60	57	59	49	65
Don't know	13	12	14	11	13	13	13	15	12	12	13	14	13	12

Question 2: On balance, do you think the teachers are or are not justified in taking strike action over the Government's removal of their rights to negotiate over pay?

Total	Children in household					Sex	Age	Region	Voting	Working status				
	Aged 6-14	Aged 5-9	Aged 10-14	None	Under 15					Total	Alln (Not Lib/SDP)	Full time	Part time	Not work/unempl
Yes, justified	39	37	42	31	34	43	35	47	36	33	39	37	35	46
No, not justified	54	57	52	61	64	61	56	46	56	59	54	53	57	48
Don't know	7	5	5	6	6	6	9	7	8	8	7	9	8	6

All figures percentages

Brian Sams (right) takes issue with Tory colleagues such as Philip Merridale (left) and argues that the Government is still committed to local decision-making



How to safeguard your power base



The objectives of the Conservative Education Association, recently formed, seem little different from those of the Labour-inspired Campaign for the Defence of Local Education. They are both designed to resist radical reforms in education by central government.

Disputes between the local councils and central government about who should be responsible for the different services, and which groups should take decisions at which levels, are not new.

Labour governments in the past have not been backward in trying to influence local councils to adopt their political line, although their successes have been few. Circular 10/65 attempted to coerce education authorities into changing their systems of secondary education from the grammar school mode to a comprehensive one. The effect of 10/65 was felt mainly in Labour authorities.

Tory authorities were generally not so convinced, and it took another decade for a Labour government to legislate for comprehensives, although not entirely successfully.

Why is there so much renewed concern about the Government apparently seeking to dominate local councils?

No one disputes the right of government to legislate. It defines often places responsibilities and on occasion local councils. The 1981 Education Act is a case in point. The desirability of its provisions are not in question, nor is the fact that, without action from the centre, very little would have been achieved at all in moving special needs pupils into mainstream schools. But this is hardly a "take-over" of local education policymaking.

City technology colleges are under attack by pressure groups which claim they will have an adverse effect upon state schools. I recall, not so long ago, we had direct grant schools and local authority places in independent schools. Surely, if local councils fail to provide variety and choice of school, then they should be commended for the Government's intervention.

An early battle concerned which

Keith Joseph introduced the Education Support Grant system. I supported the decision at the time since it seemed reasonable to me that, as about 50 per cent of education expenditure comes from the Government, then it should have a say in how some of it is to be spent.

While the Secretary of State's powers to spend public money have always been limited, the same cannot be said for the Employment Secretary, who is responsible for the Manpower Services Commission.

This seemed to cause no difficulties in the early days, particularly since many councils were making a financial killing out of two such schemes as TOPS. But then, two years ago, the publication of the *Training for Jobs* White Paper caused great consternation. Here, the MSC was actually to be involved with courses provided in FE colleges. Again finance was to be used to get the compliance of L.O.A.s. Local councils still retain control, but they are now having to address national policy and local industry's needs, whether they like it or not. Who can doubt that a weaker approach by the Government two years ago would probably still be of the consultation stage today?

The idea of a national curriculum seemed set to become another bone of contention. Following the announcement of this initiative, some colleagues seemed to be anticipating

the death of education as a local service. To me this is a gross overreaction. There is really so much that needs to be done to sort out a basic curriculum for children throughout the system. Education authorities, and their school governing bodies, have always had responsibility for the curriculum, but have rarely exercised this authority. Nevertheless, through various devices, and by pressure of a most loathsome kind, some Labour councils have actually been influencing the curriculum, and in a most undesirable way.

The heat has recently been taken out of the curriculum debate to some extent by announcements by Giles Radice that the Labour Party plans also to go for a national curriculum. I think that at the next election, if the Labour Party wins, it will be a long time before the curriculum is brought back to the centre.

The Technical and Vocational Education Initiative was also opposed by many councils, but in the end, the amount of cash available has been a hard to resist, and who can really doubt its educational advantage to thousands of pupils? Would TVEI, or anything like it, have happened without action from the centre?

Legislation for initiatives is a poor thing. Legislation to remove the powers of L.O.A.s is something else. This brings me to the recent problems surrounding teachers' pay. We have seen how the Government has tried to resolve the dispute in negotiations, a variety of

devices was adopted. In 1983, after one year of stalemate, arbitration had to be used to get a settlement. In the following year, Labour took control of the management side from the Conservatives following the county elections. It thought this would solve the issue; it didn't.

Then the Labour group took away the weighted vote of the Secretary of State; they still did not get a settlement. The leader of the employers' side was changed; again an agreement was still not possible. The balance of power in the teachers' side was changed, when the National Union of Teachers lost its majority; again no agreement. Isn't it staggering to think that the present industrial action is being invoked principally to restore national bargaining machinery of this very same kind?

It seems to me that an independent review body or the proposed advisory committee is an obvious step forward. It will be able to receive evidence from all sides, so the teachers and employers will still have a major role to play. Other groups in the public service work in this way. Why should not the teachers try it? The L.O.A. will always have such issues as appointments, deployment and redeployment, disciplinary matters, and in-service training.

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Brian Sams is chairman of the education committee and



Travel period: travel bricklayers on the Hackney direct labour scheme

Pushing over the male chauvinist brickies' wall

Women make up a tiny percentage of Britain's construction industry workers. The Equal Opportunities Commission says that women represented 6 per cent of the full-time employees in 1985 but they are more likely to be pushing forms round offices than laying bricks or drawing plans.

Market forces could, however, come to the aid of aspiring female brickies and technicians. A fall in the number of school-leavers, coupled with the reluctance of young men to join the trade, leaves a gap in the workforce.

But companies haven't yet realized that they desperately need female employees, according to the managing director of a large construction firm. He was taking part in a workshop at a conference in London organized by the Women in Construction Advisory Group. It drew together building college principals, representatives from public and private sectors of the industry, training centres, employers' federations, education authorities, trade unions and training bodies.

During the conference it became clear that women haven't appreciated the potential demand for their skills either. A man from Wimpey confessed that fewer than 1 in 50 of the applicants for his company's taster courses were women. But of those who applied, 100 per cent were accepted.

This is hardly surprising given the educational background of most girls, the poor knowledge of careers teachers and the attitude towards women of further education lecturers

Diane Spencer reports on the education service's latest attempts to encourage girls to take up jobs in the construction industry

and male students. The last point was well illustrated by an elegantly dressed woman lecturer who said: "I'm a bricklayer by trade. The main problem in a lot of colleges is male chauvinist piggy."

She was told that she could not take a course because women had to learn that brick-laying was a male-dominated trade. So far, her college had taken only a few women students on painting and decoration courses but they had left because of the men's attitudes.

Ms Mary Shiel, from the advisory group, said colleges would have to stop catering only for 16 to 19-year-old white boys and open their doors to women from a wider age range, and other ethnic groups.

Huckney College in east London has recognized that women face special difficulties and has seconded a lecturer, Ms Ceri Williams, for half-a-day a week to support and counsel students on craft and technical courses.

She carried out a survey of women students' attitudes and problems last summer. Child care was a major drawback. Some women couldn't attend college because there was no

crèche. Others left because they found no one to look after their children. Some disliked the idea of technical college in their late 20s or 30s. Unfortunately, they were necessarily geared to male, repetitive school-leaver type of their resentment of school college classroom. Most of the women were in their late 20s or 30s, and many had been in the industry for 10 years or more. Ms Williams found that many women were in the industry for 10 years or more. Ms Williams found that many women were in the industry for 10 years or more.

The picture is not all gloom. It is not the only college in the industry. A Vauxhall of south London, for example, women-only, one-year construction and land use. Many go on to become technicians which are ignored by career mainly because they know about them.

The women's advisory group to dispel that ignorance. To work as part of a team as a structural office, or on a architects, surveyors, town planners or civil engineers.

However, it may be before women are treated as equal in the industry. One of the reasons for this is that women are not seen as equal in the industry. One of the reasons for this is that women are not seen as equal in the industry.

They don't want to travel in rubber boots and hard hats.

"For most children, education is a mystical experience; they don't understand what's happening to them and they don't know what's going to happen next," says Mr David Garforth, Dorset's director for assessment and profiling. The Dorset pupil-profiling scheme aims to unravel the mystery.

In Dorset, profiles are more than pieces of paper recording pupils' achievements; they encourage pupils and teachers to review and change what's happening in the classroom. Many of the 51 schools involved in the profiling pilot have already radically altered their curriculum and teaching style. Unusually, the Dorset pilot scheme, one of nine funded by the Department of Education and Science, includes middle and special schools.

At West Moors middle school, near Farnham, pupils now assess their own needs and progress. As part of science and maths lessons, the children fill in questionnaires which help them to check if they have followed the correct procedures for an experiment or investigation. They also have the chance to comment on their own performance and discuss it with the teacher.

Mrs Pat Lewis, deputy head in West Moors and co-ordinator of the profiling project, believes that self-assessment helps pupils to think scientifically.



Rob Sammons and Marlon Pegurini: focusing on basic skills

Susannah Kirkman looks at Dorset's pupil profiling scheme - one of the most advanced in the country

Record profits

"By asking themselves questions like, 'Was my experiment a fair test?', children are finding out what a scientist is," she explained.

Feedback from pupils and the need to assess achievement accurately are also helping staff to structure their teaching. They meet together regularly to define the exact skills and goals which they want the children to achieve.

Mr Garforth is convinced that the detailed assessment involved in profiling increases pupils' motivation. "Five out of ten is arbitrary; children don't understand what it means and it doesn't help them to improve," he said.

Records of achievement enable children to understand the ethos of their school, too, according to Mr Rob Nicholson, West Moors' headteacher. All third and fourth-year pupils have a personal achievement, interest and experience record which they fill in with their parents and form tutors. "By including examples of where

they have helped others or joined in school activities as achievements, children begin to see the qualities the school values," he said.

The West Moors record of achievement has a completely open format with no checklist, as staff think children should be able to decide themselves the activities which are important to them. It was designed with the help of parents and governors.

Eventually, all the pupils will have files where they store their records of achievement and pieces of school work which they are proud of. At the end of each school year, the children and their tutors will select the items which they want to be passed on to the pupils' next tutor, or to the head of year at the next school.

West Moors' feeder first schools are also discussing the introduction of records of achievement. The DES view that profiles are for 10-year-olds is condemned as naive by Mr Garforth. Pupils with special educational needs are included in Dorset's profiling project, too. "It gives us the opportunity to make a positive statement about all the children," said Mrs Marion Pegurini, the teacher co-ordinating profiling at Montacute School in Poole, which caters for children with severe handicaps.

Staff at Montacute have used the scheme as a vehicle for changing the curriculum and teaching methods. "We must match profiling and assessment to the curriculum," said Mr Rob Sammons, the head. Montacute is switching from a developmentally-based curriculum, where pupils are encouraged to achieve the next stage on a linear development chart, to skills-based learning. "We used to say that we 'did' country dancing; that told us nothing. Now we're looking at the specific skills involved in an activity and we're teaching those," Mr Sammons said.

Each task - making a cup of tea, for instance - has been broken down into very small steps which staff must teach and then assess. In the past, children failed at activities because they hadn't mastered the basic skills they needed; profiling will help staff to check that pupils have grasped core skills.

But Montacute's record of achievement also has space for qualities like creativity, which can't be evaluated, as well as for activities like outings and holidays, where skills can be practised. Staff at West Moors and Montacute are enthusiastic about the support they have received from the education authority. Both schools have been given generous supply cover to release the teachers co-ordinating the scheme, who have carried out extensive research into different methods of profiling. All the teachers at Montacute have been allowed some time off for in-service training in new teaching and assessment techniques. And the L.E.A. has just run a weekend residential course in management skills for profiling co-ordinators.

Ninety per cent of teachers have no training in assessment, according to Mr Garforth. Yet they need skills and confidence to carry out the new pupil-central assessment.

Schools have had some funding for equipment, but a £250 grant from the School Curriculum Development Committee provided the materials West Moors school needed to develop and print pupils' record of achievement booklets.

Teachers are particularly grateful to the authority for the freedom it has allowed schools to design their own individual profiling schemes. "The Dorset profiling team of five specialists in different areas of the curriculum is on hand to offer advice, but Mr Garforth is convinced that the project will not work if it is imposed."

"It's important to give teachers responsibility for what they're doing," he said. "I believe in the professional integrity of teachers, not in horror stories about bad lessons."

So far, Mr Garforth's faith has been amply rewarded. Work on the profiling pilot continued throughout the last round of the teachers' pay dispute and the authority has been besieged with requests from schools which would like to take part.

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A school pond that's bound to make waves

An award-winning school in the Inner London Education Authority is already doing its best to counter the bias against women in the construction industry.

For 15 girls at Aylwin school, south London, Wednesday afternoon means bricklaying, painting and decorating, roof tiling or making bookshelves.

Since last September they have been taking part in an "architectural workshop" which was one of the winners of the awards scheme run by the Centre for the Study of Comprehensive Schools.

Aylwin, a 700-pupil girls' comprehensive in Southwark, will be using its share of the £19,000 put up for the scheme to build a pond with a paved and landscaped surround. This project will give the girls the chance to improve their building techniques and provide a permanent co-operation area.

Miss Jean Thomas, the acting head of the school, says the "do-it-yourself" leisure activities have proved so popular with the 15th-formers that younger girls will be able to join in next year. The architectural workshop is one of about 18 around the country which are sponsored by the Royal Institute of British Architects.

The RIBA has given awards to 40 comprehensive schools out of 500 applicants. BP has provided more than 60 per cent of the money and other firms,

including IBM, Esso and Shell, have contributed the remainder.

The selectors were looking for ideas that would involve all teachers and would be valuable to the curriculum. Everton High School, Blackburn, another winner, will be using its award to renovate a council house and to be used for household management teaching and as a base for work to the local community.

Pupils at Pershore Vale and Wilshire are using their grant to build a flock of sheep. Their teachers will help the youngsters to think about budgeting, team work, long and short communications, as well as to look after the animals. They expect to get a profit of £100 to go to market.

Miss Thomas of Aylwin is particularly pleased to be awarded because it too is used for the LEA's plans to support the school with the local boys' school will also boost the school's "equal opportunities" policy, she said.

If the pond project proves successful, construction skills could be a proper subject option for girls in upper school. Two girls have already applied for VTS courses in decorating and building and one has a university place in architecture.



Breaking out of the old occupational frame at Aylwin's architectural

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PRIMARY

Sarah Bayliss reports on research which claims to prove conclusively that pre-school education increases children's potential

Early start hints at lasting results

A British researcher claims to have established conclusively that pre-school education increases children's educational potential and in the long run gives them higher academic scores than pupils with no pre-school experience.

The report, which was previewed two years ago in *The TES*, was commissioned by the Department of Education and Science and is being published in a book this week by Oxford University Press.

It is based on the experiences of a cohort of 16,000 children born in a single week in April 1970 and whose lives have been followed ever since by the Child Health and Education Study at Bristol University.

Dr Albert Osborn, a research fellow at Bristol and joint author of the book, claims to have found that pre-school experience in a wide range of playgroups, day nurseries, nursery schools and classes during the 1970s gave children from all social backgrounds a marked educational advantage when they were tested at five and ten years of age, in reading, maths and general intelligence.

"The actual type of pre-school experience 'matters very little', according to Dr Osborn, although children from playgroups performed particularly well. The important difference was between those with a pre-school background and those with none.

The findings could provide strong ammunition for the pre-school lobby, but the statistical validity of the work has been questioned.

Since a first draft was written in 1985, the Bristol research has been picked over by a number of eminent

researchers, including Professor Barbara Tizard, director of the Thomas Coram Research Unit in London, who organized a conference to sift through the data.

Members of her unit believe strongly that in fact no long-term justification of pre-school education is necessary, so long as parents are demanding it and there are observable benefits at the time for individual children.

This week Mr Charlie Owen, a researcher from the unit, said: "The long-term effect of pre-school is still an open question, but we don't believe the case rests or falls on this."

Of the Bristol research, he said: "It seems to me that the differences in educational attainment are more plausibly explained by the differential use of pre-school services and by differences in experience between five and ten years of age, rather than by long-term effects of pre-school experience."

As an example, he said: "Many of the 10-year-olds who were doing better were not doing better because they had been at playgroup, but because they were from families where children would be doing better anyway."

Nevertheless, Dr Albert Osborn stood by his findings this week and, if anything, he believed in them more strongly. "I have done further analysis as a result of the questions raised and my feeling is that the evidence has grown stronger."

On one dispute that the study has uncovered some important facts about pre-school provision, particularly the patchiness of its provision, regionally and socially.

In 1975, one child in four in the study reached the age of five without having had any organized form of pre-school education, and a large proportion of those came from families in which poor housing, low income, job insecurity and other social problems predominated. Over 45 per cent of socially disadvantaged children were deprived of pre-schooling compared with 10 per cent of the most advantaged children.

Playgroups provided for the bulk of children - 45 per cent - while only 1.3 per cent went to local authority day nurseries. Roughly 70 per cent of all children in the sample received some form of provision lasting at least three months.

There were marked regional inequalities with almost 42 per cent of children in the north having no pre-school experience, compared with 19.6 per cent in the south-east.

Moving house was often a disruptive influence and children who moved frequently were more likely to have no pre-school experience.

Children in large families were less likely to attend, as were children no longer living with both their natural or adoptive parents. As many as 46 per cent of Indian/Pakistani children and 55 per cent of Afro-Caribbean children were non-attenders compared with 28 per cent of European or British born children.

The findings clearly support the involvement of parents in pre-school institutions, since children whose mothers helped in some way had better vocabulary, reading and mathematics scores at 10 and were assessed by teachers as having better communication skills.

The researchers measured parental involvement and the level of interest shown by parents when children were 11 years old to make sure that these factors were not the sole reason for higher attainment. "The positive associations between the child's pre-school experience and subsequent attainment still held," says the book.

The conclusion contains some important warnings about children being admitted into infant classes early, since these children were found not to have benefited. At the same time, questions are raised about nursery classes attached to infant schools which appeared to have the least beneficial result compared with other forms of pre-school.

Dr Osborn speculates this may be to do with the isolation of nursery teachers in primary schools, high adult-child ratios and full-time attendance. The contrast is drawn with nursery schools which, after playgroups, were seen to have the most beneficial effect.

The effects of early education - a report from the Child Health Education Study, by A F Osborn and J E Milbank, published by Oxford University Press, price £7.95 (paperback), £22.50 (hardback).

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A nurse place for every child promised

A major development plan for education in Leeds will mean a place to every child, says the city's Labour council.

The plan will create 1,000 new primary school places, 1,000 full-time places at a cost of £10 million.

Since 1980, nursery places have been a top priority for the council. Ninety-one per cent of all three-year-olds are now in nursery schools.

There are currently 2,500 nursery places which - given the standard provision of 15 places per school - means more than 6,000 schools already on roll.

The new ten year plan which will form an important part of Labour's local election manifesto - will also create 1,000 new posts and 100 nursery places at a cost of £2.2 million.

Announcing the plan, Mrs Dorcas Hamilton, the council's nursery committee, said: "I get letters from parents asking when we're going to get a nursery for their child."

Mrs Hamilton added that after chalking the nursery since its inception in 1986, the first phase of the plan starts this financial year and will provide 663 new places for 20 existing primary schools.



Tertiary: good recipe, says union

Backing for poly policy on recruits

by Julia Hagedorn

The recruitment policy of the Polytechnic of North London, which is under threat from new Government regulations, has been highly praised by the Council for National Academic Awards.

In a draft report of its February visit to the polytechnic to look at the initial BED honours course, the CNA found that the course team was successfully attracting students of high calibre from ethnic minorities and through non-traditional routes.

The visiting party said it wished to place on record its satisfaction with the admission arrangements for both the existing and the revised BED courses. From the evidence of external examiners, members said, and from statistics collected by the polytechnic as well as from the visiting party's own meetings with students, they had every confidence in North London's recruitment policy.

Another part of the draft report praises the polytechnic's BED students as being "articulate and insightful", providing "a lively, articulate and thoughtful commentary on the current course", and of excellent quality.

The CNA sees the access course at City and East London College, which guarantees entry into the polytechnic, as an important route by which students can enter and agrees that it should continue to be recognized "for normal entry purposes".

This is the very form of entry which is under threat because the Council for the Accreditation of Teacher Education, which is responsible for evaluating all initial teacher training courses, has stipulated that "at least 75 per cent of students entering any one course should possess the normal qualifications for entry to a first degree course". At the Polytechnic of North London, more than 50 per cent of students are recruited through non-standard entry procedures, of which around 60 per cent are black.

The polytechnic has not yet received its HM Inspectorate report and is one of the last institutions to be inspected. There is a feeling within the polytechnic that it may have been put at the forefront of the pile because of the problems concerning entry qualifications. BED course leaders are confident, however, that their revisions will satisfy CATE criteria fully in all other aspects.

The full CNA report is due to be published soon.

Williams attack

The Government's record in micro-electronics education has come under fire from Sir Shirley Williams, the Social Democratic Party president. She told an international computer-assisted learning conference in Glasgow last week that schools were quite inadequately equipped, with an average of only one micro-per 60 pupils.

Among that number are 100,000 foundry-deaf children who are not so little of what they are as they have been regarded. Some of them can be taught in residential schools, still quite rare, adds the report.

The NUD thinks it impossible for these departments to make the kind of change needed to produce teachers who can use British Sign Language. And more teachers of the deaf should be deaf themselves, it says.

The union points out that deaf children's achievements have not im-

NUT moves down tertiary road

by Ian Nash

Britain's largest teachers' union has come closer than ever before to an unequivocal support for tertiary colleges in its policy statement on 16-19 education published today. Regulations governing the school and further education sectors should be reformed and secondary teachers should be prepared to teach multi and community groups, according to the National Union of Teachers' document.

It rejects claims by the Audit Commission, however, that six forms of entry in the 11-16 years are necessary to support a viable sixth-form curriculum and insists that in rural or close-knit urban areas, four forms are satisfactory.

The NUT some time ago conceded the loss of sixth forms from 11-18 comprehensive schools in areas affected by falling rolls, but has opted for no single institutional return to

replace them. The latest statement stresses that "the pattern chosen should be considered in the light of local circumstances and needs".

But the NUT Policy Statement on Tertiary Education gives short shrift to alternatives such as sixth-form consortia, the concentration of A level studies in selected or "model" schools, or sixth-form colleges and centres. It sees major disadvantages in mushroom schools, which would deprive remaining 11-16 institutions of essential teacher expertise with a drift of staff to the "higher status" 11-19 schools.

Consortia lead to wasted time spent travelling for students and staff as well as poor pastoral, careers and tutorial guidance. The union is further concerned that these arrangements have not improved savings in rates or examination successes. Sixth-form col-

leges and centres were successful with A level students, but have been criticized as too academic and elitist, with no provision for part-time study or vocational courses.

Tertiary colleges offer a good environment for transition to adulthood, with pastoral care and social cohesion, says the NUT. Tertiary colleges are also more flexible, offering a wide range of academic and vocational courses and new career prospects.

They are well-placed to provide a range of social, recreational, cultural, community and sporting activities as well as education for leisure. The NUT also welcomes increasing adult and community involvement in schools and says teachers "should be prepared to extend their expertise to include adults". But the union insists that tertiary colleges are not a cheap alternative to traditional sixth-form

and FE provision and urges local education authorities not to sell off "redundant" school buildings when reorganizing in secondary level but to use them to improve facilities.

A 12-point statement on negotiations for reorganization seeks a "ring fence" policy for affected schools to give existing staff first choice of jobs.

All teachers and lecturers should be eligible to apply for posts and arrangements must be made to allow those who remain in the 11-16 schools to do some teaching in tertiary colleges.

The NUT also calls for a "safeguarding" agreement to include protection of existing salary levels, no compulsory redundancies, provision for premature retirement where appropriate, in-service training, and an appeals procedure for teachers who are dissatisfied with offers.

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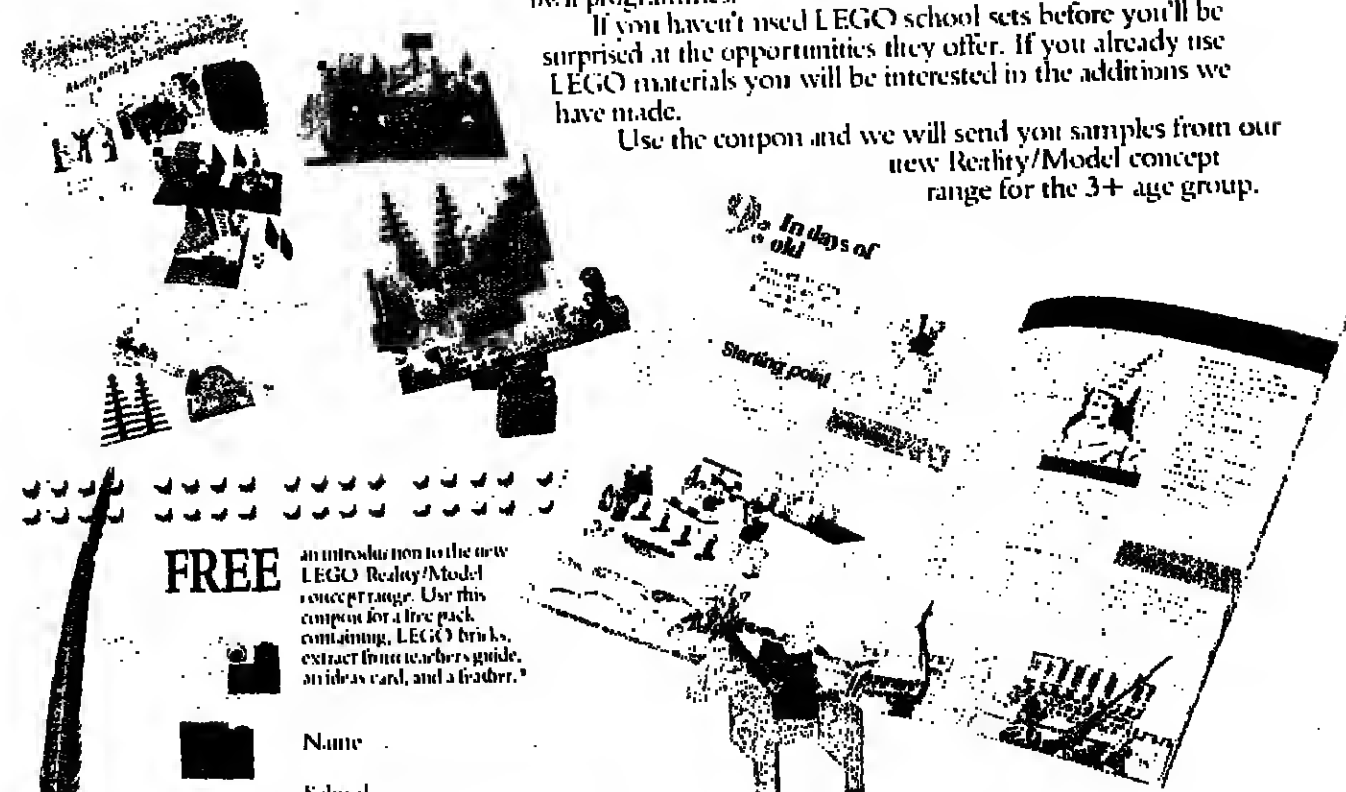
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Sue Surkes and Diane Spencer examine the main issue facing deaf children - whether they should be taught in sign language

Teachers urge GCSE tailoring

Teachers of the deaf are joining forces to negotiate with exam boards for GCSE syllabuses which will suit their pupils.

Deaf children are at a disadvantage under the new exam rules, their teachers say, because the GCSE requires a more complex use of language than GSE Mode 3.

More than 70 teachers and representatives of organizations concerned with deaf and hearing-impaired people met recently at Oak Lodge School in south London to discuss ways to help pupils.

They discovered a degree of inconsistency between exam boards: some accepted a submission for a syllabus, whereas others refused, saying it would be unacceptable to the Secondary Examination Council. Consequently, very little is available for deaf candidates for 1988 exams, Mr Peter Merrifield, head of Oak Lodge, said.

The meeting decided on a greater degree of co-operation between schools. Working parties are being set up for specific subjects and the British Association for Teachers of the Deaf has formed a subcommittee to investigate the issues.

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Assessing needs - the gesture must be made

When Emma Tumlin, who was born deaf, went to school, sign language was discouraged.

By the age of five, she still had minimal vocabulary, no grasp of syntax, and could not communicate with anyone.

While the residential school for the deaf she attended in Yorkshire concentrated on oral teaching, she picked up a pidgin version of British Sign Language from her schoolmates which she could combine with the Cued Speech - a system of hand cues synchronized with speech - which she had been taught by her determined mother, Winifred.

"It was only when she learnt to sign that she learnt to communicate confidently," said her mother.

Emma, one of an estimated 100,000 profoundly deaf people in Britain, is now aged 23, living in Oxford and about to begin a postgraduate diploma course in interior design. She is one of the lucky ones who has managed to succeed despite her disability.

Mrs Tumlin, who is chairman of the Royal National Institute for the Deaf, was a member of the Warnock Committee, and holds a linguistics qualification, but she spoke to *The TES* "as a parent".

British Sign Language - which she describes as the natural language of the deaf - should be made available to those who need it.

Not that she is in favour of blanket provision. The teaching of the deaf has come a long way since Emma was at school and the vogue was for oral teaching based on an artificial form of auditory training using headphones.

she points out.

Nowadays, many deaf youngsters with some residual hearing benefit from technologically-advanced hearing aids and a more natural form of language teaching that might, for example, use recitation of a nursery rhyme to convey rhythm.

Besides, she adds, different youngsters respond in different ways to different forms of tuition. "It's more complicated than the National Union of the Deaf make out. The notion that if every deaf child - and there is a continuum - is given British Sign Language they will be educated is an over simplification. What they must bear in mind is that different people have different needs."

"What is needed is a much more sensitive way of assessing the needs of deaf children so that British Sign Language is available for those children who must have it. At the moment, if a local authority has a policy of no sign language, then the student has no sign language, then the student has no voice. There is no principled way of assessing the needs of different children, so these wretched children are denied their birthright."

Mrs Tumlin wants to see the retention of specialized initial teacher training for teachers of the deaf, an encouragement of positive attitudes towards sign language among teacher trainees and an increase in the number of deaf teachers to act as role models and give deaf children confidence.

On the issue of integration into mainstream schools, she is more ambivalent. Many deaf children are successfully integrating, whether into units attached to ordinary schools or in



Emma Tumlin tells a police officer why she has joined a protest outside the Monday asking for sign language to be taught in schools.

proved since a report published years ago found that the average school-leaver had a reading level of eight and three-quarters, that was largely unintelligible and inability to lip read was no barrier to hearing children.

The union also calls for a widespread use of partially-trained units attached to mainstream education into 500 day places around Britain, and at least more schools involved with deaf of some level, all without contact, represents the most picture. This is about as good as education as share cropping agriculture.

Among that number are 100,000 foundry-deaf children who are not so little of what they are as they have been regarded. Some of them can be taught in residential schools, still quite rare, adds the report.

The NUD thinks it impossible for these departments to make the kind of change needed to produce teachers who can use British Sign Language. And more teachers of the deaf should be deaf themselves, it says.

The union points out that deaf children's achievements have not im-

The future training of teachers of deaf, NUD, 120 New Road, Middlesex TW13 8AT

NEWS



James Meikle previews the teachers' Easter conference season

Troubled state of the unions

The hothouse conference season is upon the teacher unions once again – just when they may need a long, cool look at their futures.

The traditional tactics of industrial action, strikes, refusal to cover for absent colleagues and withdrawal of goodwill remain on the agenda, at least of the two Trades Union Congress affiliates, despite a new Government toughness on contracts and, after years of nervousness, a growing readiness by the local authority employers to exert legal and financial penalties.

While the tactics have remained the same, the aims – and this is what confuses the public – have changed. What started years ago as a pay and conditions campaign, with the subsidiary purpose of demanding more resources for education generally, has become a fight to restore negotiating rights.

This week's TES MORI pole shows that the two unions have not convinced parents that the battle is worth fighting, although articulate leaders of parent groups, while condemning disruption of schools, have laid the blame at the Government's door.

Furthermore, there is little evidence that the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers have convinced the wider trade union movement. Up until the end of last year, the teachers had been left to conduct their own disputes, perhaps in a more sophisticated manner than other unions, used to the all-out strike, but also in a manner that probably caused more trouble for working parents than political decision-makers.

The TUC hierarchy now complains that the suspension of negotiating rights for teachers and the hint of regional differences in salaries spell trouble for other public and private sector unions.

But the teachers are still no heroes of the Labour movement, or exciting as much grassroots support as the miners or the threatened union members of GCHQ.

The Government is clearly wrong in making the teachers out to be led by unrepresentative militants (as old habit). Indeed, its imposition of pay, conditions, and career structure, the suspension of negotiating rights, and the aspersions cast on union leaderships, inflamed even battle-weary teachers into new anger.

This was demonstrated not just by the NUT and NAS/UNT ballots approving more disruptive action, but also by the significant 42 per cent vote in favour of a protest stoppage from the Assistant Masters and Mistresses Association.

Ministers invited a mawkish, knee-jerk response by putting on the line everything unions stand for in terms of pay and conditions of employment. But there is some concern among the unions that activists might harness the genuine resentment to prolong industrial protest, which many see as their

able and necessary, at the expense of other tactics.

Teachers are becoming increasingly unionized (though not in the traditional TUC unions) and increasingly politicized (anti-Government, rather than party political) but they are also in danger of being finally marginalized as public and political influences.

The "striking" unions, locked into industrial action for every complaint (moaning that such is the only way to get coverage from the tabloid press), at the Conservatives and having to live after an election with Mrs Thatcher – for whom many of their members will still vote.

And after an election, even if Labour or the Alliance do manage to get their way, education and teachers' pay may not be the burning issue of the day.

Teachers are cavalier in their attitude towards public and parental opinion, since they have tended to see public anger at their use of disruption as a weapon in the pay battle, rather than public support for their case.

Union leaders have lined up with parents' organizations at a few well-publicized events calling for adequate funding for the whole education service, but their own unity has been threadbare, degenerating into abuse, name-calling, and bitter membership battles, involving posturing over action threats from the NUT and NAS/UNT, advertising campaigns, and cut-price membership offers to teachers who defect from rival organizations.

This failure to agree common policy annoys many of their own members, amazes the rank and file of non-teaching trade unions, and prompted even Mr Norman Willis, the TUC's general secretary, to knock the heads of the TUC-affiliates together and urge merger talks.

The NAS/UNT has up to now shown a marked reluctance to countenance the idea, not surprisingly since it is the smaller organization, built much of its success on opposition to the NUT, and ridicules much of that union's internal factionalism. There are also vested interests within the union bureaucracy – jobs for the boys and girls, to put it crudely – at stake.

However, both the general secretaryships will be up for grabs in the next two or three years and the issue will need to be sorted out by then. The traditions of the different unions are likely to conspire against merger, but the primary sector is the NUT and the secondary to the NAS/UNT is, at least in TUC recruiting terms, among the possibilities.

Opponents will point to the fundamental split this could cause in the profession, but the Association of University Teachers does not "poach" from the National Association of Teachers in Further and Higher Education, with its interest in further education colleges, but also in

controlled polytechnics, and colleges of higher education.

It would be foolish to suggest that the arguments are only between TUC friends. The Secondary Heads Association, the smaller of the two unions representing only heads and deputies, has steadfastly resisted the advances of the National Association of Head Teachers.

Conference debates this Easter and summer will also consider laying the foundations of a professional body (a general teaching council or something less formal) which could examine curriculum matters, resources, examinations, entry to the profession, and its public relations.

But first the unions want to sort out their internal tensions. Divisions have helped the membership decline in the traditionally militant unions; the smaller unions have grown as the teaching force has shrunk.

The NUT has lost about 20,000 members in English and Welsh state schools in the past two years, and now

Shifting allegiances

Changes in numbers of members since 1985 are:

NUT	down 20,000
NAS/UNT	down 11,000
AMMA	up 22,500
PAT	up 12,500

has about 195,000 "active" members in the old "Burnham-related" sphere.

The NAS/UNT has fallen by about 11,000 from its 1985 figure of 115,000. The AMMA has gained 22,500 members in the sector over the same period, to a total of more than 87,000, while membership of the non-striking Professional Association of Teachers has gone up from 21,250 to 34,000.

The recruiting battleground has long since moved into the NUT-dominated primary schools. Traditionally, primary teachers, particularly in small rural schools, are less likely to take industrial action. They have closer and more direct links with parents, the children are younger and more vulnerable, and staff are more susceptible to pressure than in the anonymity of a large secondary school.

A recent survey by *Child Education* magazine suggested that one in six primary teachers had switched allegiance over the past 18 months.

People join unions for all sorts of reasons. It may depend on the first recruiting leaflet picked up at teacher training college (still the target mostly of the NUT and the NAS/UNT), the heads' union in a small school, or the "best offers" in terms of legal advice, insurance, and general information in what can still be an isolated career. Some teachers change unions because they do not think their present organization is militant enough. More

seem to swap because they believe industrial action is not the right answer to pay and conditions battles, or simply because their first union does not represent their own interests enough (primary, secondary, comprehensive, grammar or independent).

However, most members are intensely loyal to their first choice, and self-doubts are bound to add to the crisis in morale.

All the unions have their problems. The NUT, still the largest union, was once a powerful, education voice in the land. It was on cosy terms with the Government, was identified with the heady days of progressive teaching, and finally got the GCSE, the exam for the comprehensive age.

Now it is shut out of the corridors of power, feels it is forced to make the best of the GCSE, underfunded, late and nearly out of date, and la unsure how to respond to the spread in tertiary education, which threatens the supremacy of the sixth-form.

What happened to the most crusade for education called by the NUT's president, Mr Bob Richardson, at his inaugural address in Blackpool a year ago? What happened to the campaign to raise the status of primary schools, (still the NUT's heartland)? All was dissipated in the demands of the general pay and conditions battle.

Few within the NUT question the need for the present stand on negotiating rights, but there are those who believe that industrial action is eating up union funds which could be directed at grassroots education about education – even if the TUC-backed Education Alliance has singularly failed to make much headway on such terms.

There are signs, too, that the old political battles within the NUT may be about to resurface but there are traditions which could recurrit its standing.

The NAS/UNT may be heading for the quickest fall of all in these anti-union days. Driven by the ethos of the late Mr Terry Casey, who as general secretary remained how teachers' attitudes to industrial relations were hampered by the "silly word professionalism", it has prided itself on being the "real" trade union, protector of the right to fight.

The union has an internal discipline that is the envy of others, and it is less reluctant than its main rival to expel people who break its rules or ignore its instructions.

The NAS/UNT also manages to strike chords in the hearts of some of its strongest opponents within the profession. Thus, even PAT members went on protest marches and raised money for NAS/UNT members suspended from Poundsworth high school, Manchester, for refusing to teach five boys excluded from classes but reinstated by the city education authority.

The NAS/UNT has to be fair, been building up a new educational tradi-

tion, and it has modified its inwards balloting on strikes, a cause of pressure from its made or from other unions but the financial penalty under the new legislation.

There are growing pains in the unions. The AMMA is a change nature, although it still has many independent schools some of whom have felt outcasts at union HQ, and who that ought to have voted in the results on a half-day strike.

The AMMA allied itself to the pay talks with employers ultimately failed. There is a general feeling along with the same membership. This is most often seen at present in the big school campaign against the Government tactic the union believes is very new friends outside the profession.

Its educational advice, a secondary and subject-specific needs an overhaul to make it primary school recruitment.

The PAT has grown because of what are called excesses by the TUC. This Government has the organization on an important still does not merit, through the non-striking rule, while the leadership exercises influence in Department of Education and Science because it talks to ministers while TUC-unions sulk in their beds.

The typical PAT member is a woman primary teacher, but becoming an increasingly diverse organization with fingers in most schools and a small, but vocal, and further education lobby.

Its heaviest days would be a bore, however, if other teachers loyal to their unions, agreed a constant disruption of schools that is how often the public protest is no longer effective.

The splits between unions are probably too old for absolute unity. TUC pressure and grassroots demand for brotherhood may change slowly, but defeat at the hands of Tories may prove the most potent catalyst for change.

Market forces may in the end pay the teachers' wages, not just in the present shortage areas, but the unions will have to speak with one voice if they are to have a real say in the rebuilding.

The Easter conference season off with the meeting of the Secondary Heads Association at Nottingham – a group therapy session for the AMMA, NUT, and NAS/UNT, policy-making events to follow.

Last year, publisher Robert Le well bruised the egos of SHA members by blaming them for professional failure and saying education was the entire responsibility of teachers.

They will be hoping, after 12 months of trauma, that the Education Secretary, Mr Kenneth

Jeremy Sutcliffe analyses reaction to the Government's White Paper on higher education

Donsdon't take a shine to the gloss

At a press conference to launch the Government White Paper on higher education last week, Mr Kenneth Baker, the Education Secretary, was openly delighted with its glossy cover, expensive paper and colourful graphs.

"Why not, when you have a good message to give?" he asked reporters, sceptical at the sudden demise of the traditional low-cost plain pamphlets it has replaced.

He may have cause to be ungrateful to the somewhat mixed reaction his proposals have received from the education world. While much of it is couched in diplomatic language – welcoming his plans to expand access, but lamenting the lack of cash to pay for it – it is hardly the fulsome praise he might have wished. Only the polytechnic directors have positively welcomed the policy statement.

But he probably expected nothing else. What matters, with a general election in the offing, is that it was generally well-received in the press and looked good on television. The message of expansion – 50,000 extra students by 1990 – got across. The

resources shortfall, in general, did not. As you would expect from Mr Baker, it was a triumph of presentation.

One of the more telling criticisms came from the Committee of Vice-Chancellors and Principals, which described the White Paper's plans for an 8 per cent increase in staying-on rates by 1999 as "too unambitious". The demand from employers was for an annual increase in graduate numbers of 2-5 per cent.

The CVCP also questions how the expansion will square with the Government's expenditure plans, due to cut a further 2.7 per cent – £126 million – off the higher and further education budget during the next three years.

The message coming from the universities, Opposition politicians, the academic unions and the National Association of Students is that, far from expansionist, the White Paper is a recipe for putting further pressure on institutions either to reduce costs or to stifle growth.

The argument is a re-run of the dilemma which has faced higher education institutions throughout the

past seven years. The universities have opted to preserve quality, by protecting the "unit of resource" (money spent per student), while the polytechnics have gone for growth at the expense of lower spending per student.

This argument is central to the Government's reforms – dubbed by the local authorities as "centralization" – of the polytechnics and highest colleges, which are set to be removed from local democratic control.

Labour and Alliance leaders from the two main local authority associations this week claimed the changes would mean polytechnics would no longer have the political will to resist further cuts.

Mr John Pearman, chair of the Association of Metropolitan Authorities' education committee, said: "Six times during the last few years, the National Advisory Body has had to go to the Government for more money to widen access, and on four occasions we were successful. Without NAB, that money would not have been forthcoming, and there would have been no widening of access."

The local authorities – including some Tories – regard Mr Baker's plans as "nationalization". Mr Pearman goes even further, and has dubbed the proposals "naked asset-stripping".

The scene is thus set for a battle royal over the reforms.

One thing that is worrying polytechnic directors, however – who have generally welcomed the changes which will give them more autonomy – is what will happen to the £70 million or so raised independently by I.C.A.S. and used to "top up" college funding.

The White Paper, in a controversial paragraph on the new sector institutions, expects authorities to phase out their "top-up" subsidies before the transfer, expected to take place sometime after September 1988.

Mr Pearman warned that I.C.A.S. would review their investment in colleges to be removed from their control. Indeed, they could put money into developing further education colleges, and perhaps tertiary colleges, which could ultimately become third-tier higher education institutes.



Polytechnics: positive welcome

Open College may offer 50 courses

by Mark Jackson

Up to 50 courses could be offered when the Open College, the television-based system of mass adult training and vocational education, goes on air in September.

The college launched its initial prospectus this week with a ministerial fanfare from Lord Young, the Employment Secretary, who predicted that "the single of broadcasting" would open up a new era of learning in Britain.

Lord Young's belief in magic – and the promise from Mr Michael Green, the OC's chairman, that it would pay its way within three years – have persuaded the Government to authorize the Manpower Services Commission to provide the college with £15 million. Lord Young refused to be drawn about what the Government would do if Mr Green failed to make good his promise. But Mr Green said he would treat the money as a credit line to be drawn on as necessary.

This week's document is largely a promotional publication setting out the college's objectives and style. The real prospectus for the first year's courses is promised for July.

Mr Green said about 30 courses would be offered when broadcasting – an hour a day on Channel 4 – started on September 21. But the college management hopes to buy in existing distance learning courses to add to the 20 or so it has already commissioned.

Basic literacy material has had to be produced from scratch. The college has found a lack of suitable distance learning material – despite educational television's involvement in adult literacy campaigns through such programmes as the BBC's *On the Move*.

Governor training

Most local education authorities will be unable to meet the requirements of the 1986 Education Act for training school governors, a National Consumer Council report says.

A survey of 22 L.E.A.s has concluded that very little significant training of governors is currently being undertaken. That position will continue, unless "very much larger resources" are allocated, says the report.

Only Newton, Calderdale, Knowsley, Cambridgeshire, Northumberland and Somerset of the 22 were awarded education support grants for the work.

Current Provision of Training for School Governors in England and Wales is available from the NCC, 20 Grosvenor Gardens, London SW1W 0DH, price £2.50.

"I never had the answer to anybody's life. I don't have the answer to my own."

BRUCE SPRINGSTEEN

PEARLS OF WISDOM, SPARKS OF TRUTH, FLASHES OF WIT AND THE LETTER Q

"Pete Townshend's tuning was always perfect except when the neck was hangin' off the guitar."

RON WOOD

"I was in tears. I was completely destroyed. Because I thought, I've done nothing wrong, I've completely changed my behaviour and I'm still back in the nick."

HUGH CORNWELL OF THE STRANGLERS

"I think you come to a point in your life, around when you're thirty, when you look back to the dream you had when you were twenty and you try to assess just where you stand now in relation to that dream."

BRUCE SPRINGSTEEN

"I have this memory of Robbie Coltrane standing on the bar with his head inside a chandelier."

EMMA "KITTLES" THOMPSON (TUTTI FRUTTI)

"The ambition of any sensible modern pop group should be to score last, split young and leave a good sounding Greatest Hits album."

ON CULTURE CLUB

"They just smashed a few milk bottles over my head. It was horrible. One of these boys was standing over me and said: 'You'd better reform Bronski Beat! And I was going, Tomorrow! I'll do it tomorrow!'"

JIMMY SOMERVILLE OF THE COMMANEERS

"It's all change down at Snipcock & Tweed. You see literature; they see a UK and Commonwealth Volume Rights Limited Term Licence with TV and film escalators."

ON LITERARY AGENTS

"I get excited staying in all these different hotels... I'm always curious what the wallpaper's gonna be like."

BRUCE SPRINGSTEEN

"It has next to nothing in common with the boy-meets-tractor films which have until now been the staple of Soviet domestic cinema."

ON FAREWELL

"Once again Vietnam is viewed as an episode in American history, rather than America being viewed as a horrific intrusion in Vietnamese history."

ON PLATOON

"When he's being carted off by the police his cries of 'I'm a pervert! Hip, hip, hooray!' have a curious dignity to them."

ON PERSONAL SERVICES

"The singles and albums charts are now as separate as they were in the mid '70s when The Bay City Rollers reigned supreme and Led Zepplin never released a single."

ON THE DECLINE OF THE 45

"Your typical modern Strangler is a card-carrying Reasonable Blake. If it's raining he will carry an umbrella. He will even share it with you."

ON THE STRANGLERS

"O magazine is the modern guide to music and more. This month's issue is available at your newsagent now."

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Q

THE BRUCE SPRINGSTEEN PROFILE

PIGMEAT'S PROGRESS

The Bruce Springsteen profile

STRANGLERS

THE BRUCE SPRINGSTEEN PROFILE

GREASY!

THE BRUCE SPRINGSTEEN PROFILE

TUTTI FRUTTI

THE BRUCE SPRINGSTEEN PROFILE



Julia Hagedorn visits the new Japanese school in Milton Keynes which is reorienting its pupils to the Occident

The children of Father Tagawa

Milton Keynes, which once hosted the first Japanese take-away in Europe, has been chosen over Paris and Rome to play host to the largest Japanese boarding school in Europe. The Catholic Gyosei School will eventually cater for almost 1,000 boys and girls aged 9 to 18, preparing them for the fiercely competitive university entrance exam or for re-joining the equally intensive school system.



Ancient traditions will be fostered despite the emphasis on British culture

thought that the children could be disadvantaged both socially and academically by a spell abroad.

The original Gyosei School was founded in 1881 for diplomats' children, so the Catholic foundation has a long tradition. However, despite the presence of 18 Japanese companies in Milton Keynes, so far none of their employees has children in the school. Of the 280 pupils starting lessons last week in the £16.4 million school, 120 had been flown straight from Japan - many from the sister school.

The booming Japanese economy ensures that increasing numbers of businessmen are being sent to Europe with their families. In the past, it was

The fees of £6,000 a year are expected to be the same as those at the International Gyosei School in Japan, but this financial burden will be lightened by the practice of doubling employees' salaries when they are posted abroad.

As well as 8 to 10 hours of spoken English each week, the school has ambitious plans to give pupils an insight into British culture. "We don't want a little Japanese island," Mr David Stibler, of the Milton Keynes Development Corporation, said. He has run seminars for local schools which have been well-received and plans to arrange debating, music and



Sayonara: a younger sister takes her leave of one of the boy boarders

sports fixtures for the school and community. The international-standard athletics track that the school has built in return for its prime lakeside site will ensure that the community will be paying a visit.

The curriculum, approved by the Japanese Ministry of Education, will include class activities on the ancient arts of tea making and flower arranging, kendo and judo. And, although only about 18 per cent of the pupils are Catholic, there will be an obligatory hour a week of religious instruction as well as attendance at a Catholic mass in Milton Keynes. The headteacher, Mr Masaki Nobus, is a Buddhist.

The school's low-rise red and brown buildings and pine furnishings are reminiscent of Buckingham Palace. The plan primary schools at their best, but a pagoda and tea house lie at the centre of formal Japanese gardens around which the teaching and living quarters are built.

The girls' and boys' dormitories are furnished with neat bunk beds and pine tables. And the Japanese bath house at the end of each corridor

provides a civilized alternative to the English cold shower.

The staff recruited in Japan will be paid about twice as much as their English counterparts. But this did not seem to worry Mr David Whitmore, recruited from a London school by an advertisement in *The TES*. He was happy, he said, to escape from the capital, and he'd always been interested in Japanese culture.

The school year runs from the beginning of April to the end of July, by which time the pupils will be familiar with a régime which includes breakfast at 6.30 and 25 minutes cleaning before the first lesson at 7.30. Dinner is at 6pm after another five lessons, then more cleaning, and homework from 7pm until bedtime at 10.15.

But most of the 15-year-olds were still too excited by their new surroundings, the greenness of the Milton Keynes countryside and the company of their friends to be daunted by the timetable.

Their only complaint was the food: it was English and there was not enough of it.

Misgivings about the committee of inquiry into English were evident at last week's International One Convention. David reports

Dumbstruck over English language

The man who will write the new Kingman Committee of Inquiry into English Language Teaching, philosophical about his already unpopular report.

"Wherever I go, nobody is like me," Mr Peter Gannon, Inspector and secretary of the convention, told the International One Convention, held last week at the University of East Anglia.

The 300 delegates might have assumed to be preoccupied with new compulsory oral communication component of GCSE English. In fact they were cheered when Mr Gannon spoke of setting up a National Project, costing £1.5 million over five years, and of special education grants for oracy being seven education authorities.

But the inquiry hovered like a cloud over the chilly Norwich, with the promise (made by attendees) of a national curriculum attendant fears as to who would

Of all the speakers at the convention, only Mr Gannon was silent. His message was not a surprise when he outlined the project of English as a subject and expressed regret that what happened at English classroom existed for its sake: "The means have often been the end."

Mr Gannon concluded by saying: "Might it not be that the essence of the English teacher is to make use of their linguistic skills to make use of their linguistic skills and to prepare them for the inevitable demands of life after school?"

The music response in this case was anticipated, as the largest of his audience, he said, "was the group of teachers of English - do who would see English as being concerned primarily with personal growth, individual response, and wish to cherish children's own music."

Many contributions to the convention confirmed Mr Gannon's impression, including that of Paul Andrew Wilkinson, who convened the meeting. He spoke of the need to develop more than linguistic skills. He talked about "longue across curriculum". Rather, it should be referred to "thinking and feeling across the curriculum", he said.

Think tank pans move to industry-led curriculum

Current moves to shape the curriculum to employers' specifications are strongly challenged in a report published by the National Economic Development Office this week. It warns educators that they must not rely on industry's view of the future.

The document, from the Economic Development Committee for Information Technology, echoes the message of earlier NEDO reports that Britain lags perilously behind other industrial countries in the education and training of its workforce. It says that education and training are "massively under-resourced and dangerously under-invested" for the needs of the economy and of future society.

The report, prepared by the committee's long-term perspectives group and drawing on wide-ranging studies and consultations with industrial experts, academics and other groups including sixth-formers, sets out to identify the kind of education and training needed to produce a "skill force" able to exploit the full potential of technology in the year 2000.

It concludes that the key requirement will be for individuals who have learned how to learn fast, so that they can switch from job to job, quickly mastering the required skills.

While the group asserts that an education and examinations system based on traditional educational values such as academic elitism, narrow specialism, and emphasis on the acquisition of abstract knowledge cannot meet this need, it questions the value of some of the current attempts to reform the education and training systems.

The report, which implies that teachers may be better judges than employers of what young people should be taught, suggests they should concentrate on teaching how skills are acquired.

"Those who learn how to learn will adapt," it says, adding that "in contrast to many writing today, we have identified positive, exciting, and relevant changes taking place here, with a profession engaged in coping as well as in innovation."

The report praises Britain's primary education and early secondary teaching methods for stressing practical, investigative and problem-solving work, often through teams engaged in a cross-disciplinary project.

"Children so equipped will find it easier to adapt to a changing world and ride the 'third wave'; they will be able to explore and enjoy to the limits of their appetite the information-rich society of the future," it claims.

But the document criticises the value system which has dominated the later secondary curriculum period, and says that nobody should blame the switched-off majority of pupils or their teachers for their under-achievement.

The group welcomes both the introduction of the GCSE and the Technical and Vocational Education Initiative and says that it is important to improve links between schools and the working world.

But it is critical of the educationists who told it that they wanted commerce and industry to identify for them the occupations which will emerge towards the end of the century and relate these to the education system.

"The suggestion was that it was up to business to provide the vision that can be translated into specific curricula. We do not regard this as a practical or desirable means for planning education."

The report points out that attempts to induce supply and demand for particular occupations have historically failed in the past, and that the timescale of normal business forecasting, two or three years at best, does not match that of educational planning.

In higher education, the group suggests that science and engineering should not be expended at the cost of arts places.

"There is nothing in economic theory that suggests we must match our competitors in each area of skills

lions or grants if it were thought desirable.

Business firms would be encouraged to market their training facilities in the youngsters, as would local authorities, trade unions, and government departments as well as educational institutions. The group says that this means that firms would come to see training as a revenue-earner rather than a cost.

Disputing the reality of current exhortations to employers in regard to training as an investment (in view put forcefully by the Employment Secretary only this week) the group says grimly: "If it were true that training pays and if it were in the interest of all employers as well as the nation's interest, we would not be in today's predicament."

IT Futures... IT Can Work is available from HMSO, PO Box 276, London SW8 5DT, price £20.00 net.

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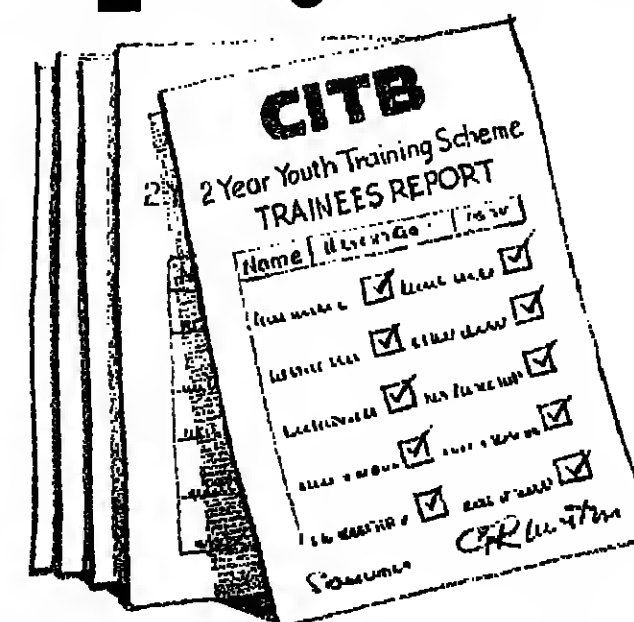
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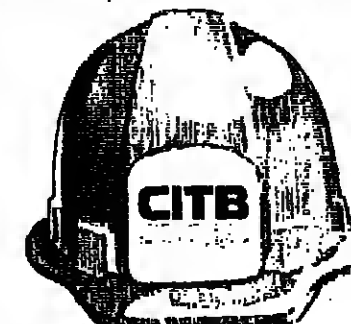
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Edited by Mark Jackson

Phone system breaks down

Lack of access to a telephone will deny places to students who apply through the universities and polytechnics clearing system, it is claimed.

One student last year spent £120 on telephone calls in a week in an effort to get a place, according to Mr Brian Heap, author of a guide to degree course offers, published this week.

Mr Heap, head of careers guidance at Hutton Grammar School in Preston, Lancashire, claims the clearing system — which comes into effect after A levels are published every August — has collapsed.

The system is intended to allow applicants, who failed to get a place on their preferred course, the chance to take up unfilled places on other courses.

Mr Heap says fewer places are now allocated through clearing because institutions prefer to fill places quickly from telephone inquiries.

Degree Course Offers, is published by Career Consultants Ltd, 12-14 Hill Rise, Richmond, Surrey TW10 6UA, price £9.95.

Hungarian method raises hopes for handicapped

by Sue Surkes

The lives of large numbers of handicapped people in the UK will be revolutionized if the success of conductive education reported from Hungary can be reproduced here, a conference was told last weekend.

But the task of transferring a complex educational system from one country to another, "developing the right organization and training and adapting it to the UK will be huge," Mr Andrew Sutton, director of the Birmingham-based Foundation for Conductive Education, said.

Mr Sutton was addressing a Coventry audience of more than 500 mainly motor-disordered people and the families of those with motor problems, at the first annual conference of RACE - Rapid Action for Conductive Education, a pressure group set up last year.

The keynote speaker was Dr Maria Hart, director of the Peto Institute for Conductive Education in Budapest, who has pioneered this controversial

form of special education designed to give those with motor disorders a degree of control over their movements.

Dr Hart's attendance served to underline the strength of an agreement signed last month by the Peto Institute and the Foundation to establish conductive education in the UK.

An institute is to be set up in Birmingham later this year to train the UK's first conductors, establish a group of children and adults needing help and begin research into issues such as the method's suitability for people with different conditions and its financial implications.

Mr Aleks Jedrosz, chair of the London branch of RACE whose severely handicapped three-year-old son, Andrew, is currently receiving help in Hungary, said: "The thing that is so overpowering about the Peto Institute is that it is such a positive place and has such high expectations."

Women no nearer to top rung of career ladder

by Diane Spencer

The scarcity of women in top jobs is "an appalling failure of the education system," Mrs Pauline Perry, director of South Bank Polytechnic, told a conference in Manchester this week.

Mrs Perry, the country's only woman polytechnic head, said: "I always assumed that my generation had done all the hard fighting and it would be better for the next. But society hasn't moved at all; there are no better support structures for women."

She was addressing a conference organized by Manchester Polytechnic's Centre for Educational Development and Training on improving equal opportunities for women in further and higher education.

Department of Education statistics on further and higher education were "extremely deceptive," according to Mrs Perry, who was a chief HM1 before joining South Bank last January.

According to the figures, 6 per cent of principals were women — 36 per cent 645. But closer examination shows that most were in charge of youth or welfare centres.

Only four were at the top of institutions.

Practical reason frequently prevented women from getting promotion, she claimed. "I know that unpopular with some feminists, but talk as if children, marriage and work don't exist, but for the majority of women this is a reality."

Schools had an important role in creating self-confidence in girls, she said. "The enormous discrepancy in subject preferences and marks which appeared after a few years of schooling."

At South Bank she had desperately wanted at least one woman for senior posts in a recent round of appointments, but only 20 out of 200 applicants were women.

FEATURES

Jim Smith

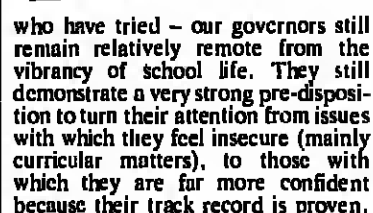
The item on the governors' agenda was the 1986 Education Act and they were far from inspired. Came the summer term, like it or not the governing body must hold an open meeting to which all parents will be invited. Prior to that meeting they must have delivered their annual report to those same parents.

Try as they might – and I do hope that I have given full credit to those

Kevin Morris

"What do you read for pleasure?", is like asking "What are your hobbies?" when, in 1987, many pupils and stu-

It seems to me far more valuable when interviewing a candidate for a BA English degree to be asked to *write*, not to judge whether or not he or she can write well or to test whether



A meeting will turn with alacrity from a discussion on sex education to an agenda item concerning the state of the school buildings. I'm sure that my governors are not alone in being "turned on" by such matters as leaking windows, shabby paintwork, tattered curtains and the school coach-park. Indeed, on issues concerned with the

Geoff Veasey

Halfway through a moderately successful project on pop music, the legendary rock guitarist Jimi Hendrix died, his career tragically destroyed by drug abuse and the superficially glamorous trappings of the entertainment business. It upset both them and me they had lost a hero, and so I did a

of 20th-century negro blues in United States, there has been poetic imagery permeating pop music, which is heard or read because of bigotry and probably by its non-classical derivation. It is the compactness of these lyrics which make them so aesthetically, in an abbreviated form, yet the literary establishment is often inordinately preoccupied by the often incomprehensible, but obscure ramblings of Allen Ginsberg, while the succinct, compact of the pop industry is regarded as the epitome of the cultural use long as the lyrics and its attendant art are not regarded, merely because they are not personal in theme. Suffering from plebeian as dismissing the Negro, or too uncaringly on the grounds of race, or too illogical as compared to Wagner because of the conventional stereotypes of Negroes attributed to his music in Hitler's Germany.

One of the most potent sharing areas of pupil contact is school assembly. I have always include "play-in" and "play-out" in mine, with a linking theme related to the text of what I intend to

I WANDERED
LONELY AS
A CLOUD
BABY YEH

Children tend to sit up and listen if the music is familiar. When the words are read aloud, or pointed out on a tape, or on an overhead projector, their eyes are more alert. Perhaps most importantly, children can see the teachers are not trapped in a time warp, and are prepared to place on a part of their culture. Instead of being out of place in school, we can be a part of the broad-mindedness approach to understanding people of different cultures as practitioners.

Geoff Veasey is deputy head of End Junior School, Coventry. Teaching Poetry in the School. An HMT view of poetry.

The remarkable results of infant teachers doing everything they are not supposed to.

There is not one non-reader among the top infants at Woods Lake. This is corroborated by the junior staff who say the only remedial children they get are those coming from other schools. Moreover, in the Suffolk tests that are given to all seven-year-olds, the Woods Lake children received an average score of 115 against the norm of 100. And last year, in the Young's Reading Test given by the school to all children aged six or more, no child scored below 90 (which normally 25 per cent of children would be expected to do, according to Sue Lloyd). Their average score was 116.4.

From their first day at school, the children are given a few minutes of auditory training daily. They learn to recognize first one sound and then two until they can discriminate between the initial, medial and final sounds in words, make words and read out from cards all 44 symbols at speed. This auditory work is reinforced by illustrated sound sheets. The children use these to learn to write the symbols alongside pictures of colour in. They then transfer each new symbol into a sound book which becomes a record of their progress. They also take home the sounds they are learning on small cards to practise with their parents.

Parental involvement is vital from the beginning. Not surprisingly, there is an initial session with parents to explain what i.t.a. is and to see their co-operation in the swift learning of the sounds. It is explained to parents how they can help their children by playing the various games provided by the school, and most are eager to collaborate – if only to make sure that their child learns the sounds by the end of the first term.

After the sounds have been mastered, it is on to the first rung of the reading scheme – *One, Two, Three and Away* with the words converted to i.t.a. Children also begin writing at this stage, because they are not afraid of using new words since it is merely a matter of sounding it out with i.t.a., their writing seems to get off a quick start.

Once they can read fluently and write a couple of pages on their own, the child is ready to make the change to traditional orthography. This is usually in the child's fourth term when he or she has a reading age of around seven. It is the transition stage which was much criticized by I.T.A. was first introduced into schools in the 1950s and early 1960s. Certainly at Woods the children do not seem to experience difficulty. Under the guidance of Joan Douglas, the children are asked to write the words 'jacks around a year to make the change to writing. In reading, the transition occurs virtually overnight.

In a class of 32, Mrs. Dorr said that she had talk children who were having any difficulty with their reading or writing; and four of these from other schools. By the end of the second year, the average child will be reading fluently—first grade material, reading sentences and story books will be written independently, with ease a



seemed from my conversations with children,
with great enjoyment.

Sue Lloyd is angry that the local education authority is not interested in what is happening at Woods Loke. She says that she is not an i.t.a. fanatic and would use the traditional alphabet if that worked as well. She wants someone to come and see what can be done by two ordinary teachers with children from a not particularly high-flying catchment area. She is annoyed that when their good results are referred to, it is implied that they are super-efficient teachers.

"I failed, too, in the past," she says. "That's

why I know what I am talking about. It is what I did that caused these failures and my desire now is not to convert others but to stop them falling into children. Teachers should understand that it is their fault, not the child's background or family problems. The reason the child is not reading is because the teacher is using the wrong methods. I was once accused of cheating and teaching to the test. It had never even occurred in me that people did that."

She says that in an ideal world children should be able to learn to read using real books. But more children, needed more structure. "Does the real book movement got the bottom 30 per cent reading? Our method rules out dyslexia."

In her work with non-readers and what she calls "illiterates," Sue Lloyd has witnessed first hand the suffering caused by bad teaching. And it obviously pains her. "Why wait until the child is soverly behind before we try and put things right? These are wasted years. You can identify children within the first two weeks who will have difficulties and provide the right system for them. Why do we leave children fumbling and stumbling through the education system?"

The general adviser for Suffolk, Dale Wright, confirmed that the children at Woods Lake of

very well in their reading test scores. But, as Sue Lloyd had foreseen, he put this down to the fact that "the teachers involved are two enthusiastic, committed, dedicated and highly-motivated teachers with an exceptional degree of interest in the teaching of reading and writing".

The adviser with responsibility for primary, Mavis Hilton, also said that she had a healthy respect for the teachers' commitment to the phonic method and nothing but admiration for the way they taught it. However, she said, the method they used was a narrow one and Suffolk did advocate a wider approach to language.

It is obvious that in an authority where the advisers are gently trying to wean their teachers off reading schemes and into the wider world of children's literature, Woods Lake stands out as a rather embarrassing anachronism. It also causes parental worries when a child has to transfer in and out of the school to another within the county which operates within the established Suffolk framework.

It is also true, however, that Mrs Lloyd has a valid point when she says "I.t.a. and phonics ruin us out from being vicious." I'm doing everything wrong according to ideas filtering down from the top so they won't come near us. But why can't there be a carefully researched look at classroom like mine where the methods appear to pre-empt failure? A question that Mr Baker's English committee might like to ponder.

Julia Hagedorn

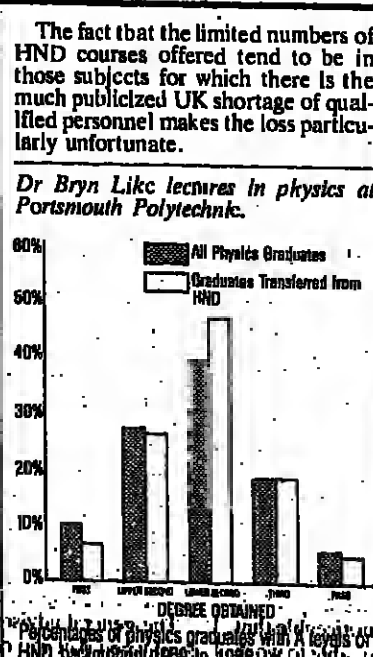
Sound Start, a pre-reading phonic kit, has been prepared by Mrs Lloyd for teachers who may be interested in following up her ideas. More information from here at 19 Fleet Dyke Drive, Oulton Broad, Lowestoft, Suffolk NR33 9HD.

Bryn Like

Of the 321 students enrolled for the HND, 55 transferred to a degree course before completing their first year at the polytechnic. Most of them transferred within six months of joining. A further 25 successfully completed degree courses after gaining the HND.

The histogram shows that the quality of the degrees they gained was as good as those achieved by the A level qualified undergraduates.

For these students the second chance route via HND was effective but one wonders how many equally capable students have been discouraged from proceeding to higher education by their A level results.



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I said 'hands up'

Michael McManus looks for clues to more effective discussion but finds that, even in the early years, children are cowed by the demands of their teachers

Teacher-organized discussions in secondary classrooms have more to do with keeping control and managing social relationships than with pupils' learning. Teachers ask questions to which they know the answers, determine who will speak, evaluate contributions publicly, and generally dominate the pace, structure and direction of the discourse.

Douglas Barnes and Frank Todd (in *Communication and Learning in Small Groups*) found that, when pupils were left to discuss problems without a teacher present, the quality of their thinking and understanding improved. Where the discussions failed, it was sometimes because the competitive atmosphere of the classroom intruded.

An in-service diploma student of mine has recorded her attempts to involve four children in analytical discussion of maths problems. Despite the relaxed and friendly atmosphere the pupils repeatedly seek to be first to guess the right answer or identify the mechanical rule that will give a quick solution. Ann Haslem gave the pupils two mileage readings and asked them how many miles the car had travelled:

Joe: Times
Mary: Take away
Hazel: Divide... plus
Joe: Six
Mary: 160... five
Lee: 166 me
Hazel: Five
Joe: First time he got 216
Hazel: Lee, you wally.

Wrong answers are punished. The presence of the teacher, however neutral and non-judgemental, seems to eclipse the pupils' trust in thought. They focus on pleasing the teacher. Teachers like right answers - do they not always say "good" when they are given one?

One pupil asked for a calculator.
Teacher: We're not using calculators.
Pupil: Common sense? I hate common sense, me.
This is surely an unintended and unwanted outcome. To hate one's common sense is to accept subordination.

My observations in playgroups and nursery and reception classes over the past year suggest that much of what Barnes and Todd have found in secondary schools is present in almost fully developed form from the start. Even in the playgroup the day is structured by the teacher:

"Right, now it's news time."
"It's nearly milk and biscuits time."
The children also had to play appropriately. To a boy pushing a plastic block along the floor with his foot: "Harry, they're not for kicking, they're for building." To a girl who is lifting and dropping a box lid: "We don't want that, Jaspreet. We don't come to playgroup for that."

During news time the children had to conform to the teacher's structure in order to present their news. They were called out to the front as the rest were "shushed" - a minor ordeal that wiped some of their minds blank. No one was asked to contribute from their position on the mat.

When asked, the teacher explained her rule in terms of keeping the groups' attention. Similar reasons are advanced for the familiar rule in secondary school classrooms: "I didn't say speak, I said hands up."

In the time, regularly allocated to free play, there was a marked difference between children's conversation in groups without a teacher/adult

and that in those with one. A playgroup of 20 to 25 children will have three or four adults. Left to themselves the children usually play in groups of two or three. In the groups with an adult we typically hear such questions as: What colour is this? How many will fit in there? What is this called? If the children do not respond the adult supplies the answer, sometimes after further questions.

Some of the groups without an adult are concerned with cognitively higher level processes. Two boys are playing with large plastic blocks:

Tim: I'm making a rocket
Kenny: I'm making a rocket
Tim: Mine's a big rocket, big as me.
Kenny: My dad's big, that's not... you're bigger than that, look. (Puts one hand on Tim and one hand on the pile of blocks).

Tim: Not big. Get some more on.
Kenny: Get some more on, put some more on. (They do)

Tim: It's big now.
Kenny: It's not big yet. Oh it's going to be massive, I think. Oof.

The project was terminated by a child on a bike who demolished the tower. These children were engaged in valuable learning. They were expanding their knowledge by operating at their chosen pace and level on a problem they had set for themselves. More importantly, perhaps, they were cooperating to solve the problem together rather than competing to see who could be first to the right answer.

In a reception class I witnessed a lesson on the same theme. The children had cut out full size shapes of themselves and bean set to measure the shapes using hand spans. Having counted and failed to agree on the same number for each shape, some of the children were trying to explain the discrepancy by comparing their hands. The discussion was cut short by the teacher who called them to her.

Teacher: What do we call these things we have been doing?
Pupils: (No response)

Teacher: What do we call all these different ways of measuring... when you did that?
(She holds out her hand)

Pupil: Twist hands.
Teacher: Well, we call them 'units'. Units. Let's write units in our books.

In this case the effect of the teacher's intervention was similar to that of the playgroup child on the bike. The problem solving was replaced by a teacher-dominated game of "guess the hand size". The sheer business of the classroom compelled

the teacher to take short cuts: 30 children needing to have something done, something to show, to take home, to put on the wall. It is so much easier for our colleagues and others to assess products. Processes and skills are part of the rhetoric: when it comes to the crunch, the goods have got to be on the table.

In the playgroups the most obviously valuable discussions took place in the absence of direct adult influence. Two children are looking at each other through binoculars made by sticking toilet rolls together. Each child has cellophane, of one Philip: Mine's blue
Ranna: Mine's green
Philip: You're blue. Am I blue?
Ranna: No you're red, you're green. You're green, you're under the sea.
Philip: You're blue. Look at me. I'm green. Am I green?

This pair were learning to take the view of the other - a task young children are supposed to find difficult. It is not difficult to imagine a Piaget-style experiment or lesson using these toys which would discover that the children could not step into each other's shoes in this way. The children would instead occupy themselves in trying to guess what the teacher really wanted.

Significantly, and depressingly, when one of the children noticed I was watching he brought his binoculars to me, pointed to a word on them and said: What does this say? I would much rather have had a look through them but he, three years old, knew what sort of questions adults liked.

Young children are especially vulnerable to adult influence. Their pleasantness and co-operation can be taken for granted most of the time. They willingly accept adult rules and information. "You can't go in here," I was told as I made for a quiet corner from which to observe. "We're not allowed in there until house time."

The children taught each other the rules and thereby brought teacher influence to bear even when teacher was elsewhere. Three children are playing in the shop which has various coloured paper packages which dimly resemble fruit and vegetables:

Helen: (Holding a green cylindrical parcel) A present. A present. That's a present. Do you want a present?
Bobby: That's a marrow.
Helen: (No response)

Bobby: You eat marrows
Helen: Sparrow.
Bobby: No a marrow.
Helen: (Pause) Do you want to buy a marrow?

These examples show that many of the rules of secondary school classroom discourse can be found in supposedly less structured playgroups and early classes. When adults take over the children's processes in ways not always beneficial, they supply what they have learned the adult needs. Perhaps it is an inevitable consequence of need to impart information - of being rather than best teaching. Perhaps the response is inevitable given the pervasive adult authority and the child's ready acceptance of adult rights in the matter of evaluation and judgement.

I began observing education in the early 1980s expecting to find clues as to how primary school teachers might make better their classroom discourse. I hoped to show them how to avoid the direct question and answer format that, as far as I was concerned, was a grossly disruptive. Indeed, its frequently taught supplies the incentive to provide answers light relief. I did not expect to find a similar structure where one adult is engaged with more than four children.

The most valuable learning experience when the teacher, in Bernstein's words, "is the context which the child is expected to rearrange and explore". For example, my group children had been helped in the notion of the toilet roll binoculars and their plays as they pleased. Some turned the plays exercise in self/other perception. Others how colours blend and change by lots of different coloured objects.

There is a whole world of difference between setting the context and setting a problem - tempting to wonder what would have happened if the teacher had said, "Find two colours that are green and two colours that make orange" doubt the children would have slipped into the guess-the-answer mode and really would have been lost.

This is not to say that problems should be posed: timing is of the essence. Problems follow exploration and play, not precede it. Perhaps we also need to limit our authority. In matters of fact - whether the wall is red or not red - it is appropriate. But play with a plastic block or a box lid matters to be negotiated on more equal terms. Philosophers of education are more in favour of our present instrumentalism. Sixty years ago Alfred Whitehead wrote of the evil of barren knowledge and its power to enslave the mind.

"The importance of knowledge lies in its use in our active mastery of it - that is to say, in wisdom. The habit of active thought, with freshness, can only be generated by adequate freedom."

Children cannot learn how to enjoy learning if they are not actively engaged in their own work. They are not actively engaged in their own work. They are not actively engaged in their own work. They are not actively engaged in their own work.

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Mr Baker refers to his salary structure proposals as a new deal for teachers. But there is a wide gulf between the assertions made about career opportunities, promotions and responsibilities, and the way the structure will work in practice.

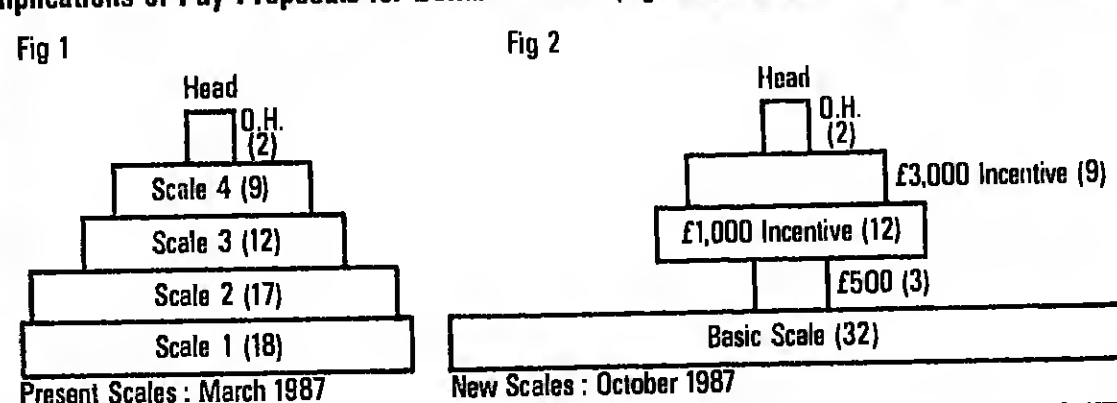
The Secretary of State emphasizes his five incentive payments of £500, £1,000, £2,000, £3,000, £4,200 to be paid to teachers taking on extra responsibilities; for outstanding classroom teaching; for possessing shortage subject skills; or to assist in the recruitment in posts difficult to fill. But schools will not be able to pay all outstanding classroom teachers an incentive payment, nor all those who have shortage subject skills, or all those who fall into the other categories. A careful analysis of his consultative document shows that there are to be a finite number of these allowances and each school will be given an allowance in a similar way to that of the present point allocation under Burnham. Those fulfilling the various criteria will not all receive incentive payments. There simply will not be sufficient of them to go round.

The diagrams below show the changes in staff salary grade structure at my own school over the years 1987-90 in the light of the Secretary of State's proposals. The school has 1,100 pupils and a teaching staff of fifty-eight full-time equivalents. It has 68 points available as staff allowances at present.

A stepped structure becomes more elongated and hierarchical and the status of 17 scale two is ended as they move downwards to the basic scale with its eventual salary maximum of £13,300.

All scale three and scale four teachers, however, retain promoted status positions as they receive incentive payments of £1,000 and £3,000 respectively. They receive these incentives

Implications of Pay Proposals for Bohunt School (Figures are numbers of teachers in each category)



Structural failure

Kenneth Baker's 'new deal' falls down when applied to a real school, Alan Leech finds



whether they fulfil the criteria of additional responsibility, shortage subject, outstanding classroom performance, or not - since they merely move sideways onto the new structure.

To compensate for the structural demolition of 17 scale two who join the 18 scale ones on the basic scale, I calculate the school (an average sized secondary) will receive three £500 incentive payments from October of this year. This figure of three incentives is arrived at by dividing the number of these payments Mr Baker says will exist in October - 11,000 - by the number of secondary schools in the country - some 4,000. So from the 35 basic scale teachers it will be necessary for the local authority to determine which three fulfil the criteria that have been laid down.

If we define maths and science as shortage subjects then 11 of these basic scale teachers fall into that category. If we were to add languages, religious education and CDT, then the number

risks to 17. So to which of these does the three incentive payments apply? Looking at additional responsibilities does not help either. At least four of the new group of basic scale teachers are heads of subject areas.

Are we helped any more clearly by the criteria "Outstanding classroom performance"? No, since the majority of the 35 are in fact outstanding classroom performers. They teach between 34 and 36 lessons out of the 40 periods that make up the timetable week. Some teach up to 300 children per week. All are qualified teachers and some 32 of them are graduates, so how is it to be decided which three will receive an incentive payment from October?

Over time the situation concerning the £500 allowances does become marginally better in that by September 1990 the school can expect to have a total of some seven or maybe eight of them. The position of the new £2,000 and £4,200 incentives is equally shrouded in inexactitude.

The £2,000 allowance does not apply until September 1988, and then a school of this size might expect to receive two of these incentives. They will need to go to former scale three holders (this can be deduced from Mr Baker's proposals which show that the number of former scale three is to decline at the same time as the new £2,000 allowance is introduced).

Once again how are the recipients to be identified? All 12 existing scale three are outstanding classroom performers, and all take on additional responsibilities as heads of subject departments, and six teach shortage subjects.

The new £4,200 allowance does not apply since the school has no senior teachers, however it may apply from September 1988 since there is to be a national increase in this incentive payment by then.

The task of those of us left to manage this new staff structure will be considerable. Education officers, heads and teachers alike, must all be wondering how the criteria laid down are to be applied since they are largely unworkable.

How are the majority of the teachers in the profession, who are to be on the basic and lower scales, to be motivated, knowing that criteria have been introduced to reward good teaching, the undertaking of additional responsibility, or the possession of shortage subject skills?

They are said to be able to receive such incentive payments, yet for the substantial mass of such teachers it is becoming increasingly clear that fitting into these defined categories will not give the stated remuneration.

Dr Alan Leech is head of Bohunt School, Liphook, Hants, and secretary of the NUT 14 to 19 working party.

Time to stop taking the easy option

Segregating disturbed or disturbing children - is it the professional answer? Peter Gray and Jim Noukes ask

We tend to think that children with emotional or behavioural difficulties have a problem that needs compensation of some kind, either through a different environment or greater individual attention, and that other children are unreasonably affected. Most approaches reflect these beliefs. They may be convenient in the short term, but we cannot really justify them professionally.

Traditional special provision involves some form of segregation ranging from residential school to on-site withdrawal or welfare assistant "nurseries" in normal classes. But there is little research to suggest that these achieve clear, significant changes in learning or behaviour.

If a difficult child is removed from the ordinary class, we feel a sense of relief and we may hear that he is enjoying himself in a special school or unit. But have the difficulties causing concern been tackled? The children who have spent the longest time in special provision are generally the ones that cause the greatest anxiety to ordinary schools and to parents when it is proposed they should return.

We seem to behave as if we do not consider the child is likely to change. Yet we still maintain that existing types of special provision will be in the child's interest.

For mainstream teachers, segregated special provision removes a problem which has usually caused considerable stress. Believing that removal to the child's interest reduces feelings of guilt. That is natural enough.

It is understandable also that teachers of the "maladjusted" support what they offer. Their jobs depend on it and - achieving, containment gives some sense of professional competence.



There is little evidence that withdrawal improves behaviour

Alternative solutions could be less predictable and more difficult to organize.

The pupils themselves may also prefer segregation. Once they are withdrawn from normal school requirements, academic demands may be lessened, with more time for more fun activities like go-kart, snooker or fishing. From a position of low status and abnormality in the mainstream, a child can gain a powerful position in an all-age special school.

Parents, too, may see themselves as suffering continual harassment from the ordinary school to solve problems over which they have little jurisdiction. Their competence is confirmed if their child is seen to have special difficulties that need to be "treated".

The system is also maintained by educational psychologists who are expected to produce immediate solutions, enjoy status for achieving removal, and power as the expert on "appropriate placements".

For local authority administrators, changing systems is difficult procedurally and traditional

solutions are easier to manage. There is a natural tendency to assume that no news is good news once the immediate pressures have been removed.

Understandable though all this may be, it has very little to do with the needs of individual children. Solutions need to show not just that past difficulties are avoided, but that adequate plans are made for the future. This is a moral and professional requirement if special education is to mean anything more than sweeping a problem under the carpet.

What factors do plans for children with emotional and behavioural difficulties need to consider? Firstly these difficulties do not occur in a vacuum and it is important that any plan brings about change within the situation where those difficulties occur.

This does not rule out withdrawal or segregation, but its effectiveness should be measured by the change observed when the child returns to his or her normal school or family. It is often difficult for professionals working in segregated units to

keep sight of problems experienced in a different context.

Second, as difficulties are experienced by teachers and parents as well as the children, it is important to help those directly involved to deal with their problems and to tackle similar ones in the future. Removal of responsibility, however easy an option, does not help them to achieve greater control.

Both parents and mainstream teachers are often worried about a child's return as they are not certain that they have the expertise to maintain any improvements in the child's behaviour.

Finally, even when plans may tackle the problems causing concern, they may have undesirable side-effects. Placing a child in a boarding school at an early age because of anxieties about parental care may reduce the chances of fostering later in the event of family rejection or breakdown. When surrounded by other children with emotional and behavioural difficulties, a child may learn a new repertoire of unacceptable actions.

Some side-effects may be acceptable if more major problems are being tackled, but segregation implies the need for some clear idea of the kind and the rate of progress required.

These criteria are rarely met when providing for children with emotional or behavioural difficulties. Over the past two years, we have attempted in our support service to plan more clearly. Learning has involved mistakes as well as successes. But commitment to planning has led to significant professional developments and we believe things will become easier and that little will be done for these children until professional responses are based on sound planning rather than convenience.

Peter Gray is an educational psychologist with the Barking and Dagenham schools' psychological service. Jim Noukes is lecturer-in-charge of its schools' support service.

BOOKS

A succession of ifs

The Enigma of Arrival. By V S Naipaul. Viking £10.95. 0 670 81576 4. The Radiant Way. By Margaret Drabble. Weidenfeld & Nicolson £10.95. 0 297 79095 1. Change. By Maureen Duffy. Methuen £10.95. 0 413 57640 X.

V S Naipaul's new novel takes as its title that of Chirine's mysterious painting (named by Apollinaire), and with it its narrative he tells of a story he would like to have written. The summary, beginning with a traveller's arrival in a "dungerous classical city", is masterly, evoking the nuance and forchorded generated by the Surrealist masterpiece, and imbues any expansion of the tale: he has said it all in half a page.

This is a profoundly sad book, and not only because it encompasses the deaths of the writer's brother Shivar, to whom it is dedicated, a sister, and a friend. The melancholy tints of Wiltshire, where the first of its five sections is set on a decaying Edwardian estate

where tragic and misshapen animals live, and obsolete farm machinery lies rusting in the mire, and which stands as a metaphor for England's decline are beautifully depicted, as are the sojourns in London and the Caribbean, with masses of tiny details which give the book such a sense of character and place. If this work reads more like autobiography than fiction, this detracts not at all from the pleasure of its hypnotic prose, or from its intellectual stature.

Margaret Drabble, in contrast, is a deeply English writer, here also much possessed by death and change and decay. She takes her ironic title from a 1930s children's book which portrays an ideal middle-class world bordered by hollyhocks; a far cry from the violent 1980s where this novel is set. It is only in middle age that one of her heroines discovers, significantly, something sinister about the father in the reading book. Three women, a psychiatrist, one who works with women criminals and an art historian, have reached the age when parents grow old and die, and sometimes leave

sad and shabby skeletons in the family cupboard - the dying mother, isolated in the provinces, who has appeared elsewhere in Drabble's fiction, allows the author to bring her bleak authority to the melancholy rituals of Christmas and funerals. Bombs, street riots, hostages, Beirut, the miners' strike are the topics of conversation at dinner parties and in supermarkets, and a thread of horror trickles through the later part of the narrative like blood as a grotesque murderer strikes close to home.

This is a serious and ambitious attempt to portray the times in which we live, with many nice and acute touches, but at times it flashes of radiance are buried in the thickets of prose, the long paragraphs, that surround them.

"War is a succession of ifs." That's what makes it so fascinating. All our games are imitations of it." Thus Captain, later Brigadier DSO MC, Harry Pearmain, whose memoirs are an important motif in Maureen Duffy's *Change*. Set in the years 1939-45, it is a collage of narrative, letters, diaries, snippets of popular song and the risible

and surreal instructions issued to the Home Guard.

She has drawn on her own family documents and the works of military historians as well as on the memoirs of "ordinary" people, whose lives are made extraordinary by the War, to good effect, giving her account immediacy and authenticity. Her large cast includes several who should have had a novel of their own, and by giving her human and non-human animals precisely the same status in the narrative, showing how the Forest People's concerns not so much as mirror Man's, she makes them sympathetic and credible victims of human folly and aggression. In the aftermath, as the survivors emerge blinking like convalescents at a far-off mushroom cloud, there is for some, like the adolescents who met as lonely evacuees, a dubious optimism, as they make a tentative and poignant bid for happiness, frothing into an uncertain future.

Shena Mackay

lingo

Band-wagon

One of the great delights to those politicians making the best of obviously bad jobs, and Norman Tebbit had a hard task on February 24, the 11 per cent Conservative vote.

It was put to him that the Conservative band-wagon was now rolling, and his party should go for an election, before that bandwagon gathered even more pace. He thought so: "Band-wagons tend to go the rails quite regularly," said Tebbit.

In 1855 Barnum's circus, evidently not prospering, was cordoned that "we sold all our conveyances excepting four horses, the band wagon". This was the thing to go, because it was the piece of the procession when the circus came to town. It carried the band, if a performer could get a place he would attract attention. Bands being performers who need music it was natural that the idea of hopping or jumping on the bandwagon was soon connected with joining the winning side. Of course all make mistakes, and in 1906 the *York Evening Post* wrote of Democrats who "will soon be crawling out over the tailboard".

So Mr Tebbit, with his tail end does not understand the way. Neither does his interviewee (I name I missed), for the point of a band-wagon is gathering pace the contrary, the faster the thing the more difficult it will be for you to get on to it. Like any party Alliance does not want a bandwagon that is accelerating, but one going very slowly and that has plenty empty seats.

W S Brown

Yomping

The Shell Book of British Wildlife. General editor John Whittow. David and Charles £14.95. 0 7131 X.

Despite encroaching development there are still 120,000 miles of paths in England and Wales. The walks listed in this symposium are thematically arranged, in wilderness locations, each one providing information on timings, distances, and the way to the start.

From pictures to picture books. *Sleeping Animals* (Masayuki Yabuuchi, Young Corgi £1.75) presents clean, handsome pictures of creatures in movement and at rest - a fine early information book. It would pair nicely with *The Good-Night Book* (Peter Curry, Picture Lions £1.75), which presents a fantastic view of everybody going to bed (except the witch, of course). Another happy book is *Le Anyone Home?* (Ron Maris, Picture Puffin £1.75) which uses the popular lift-the-flap technique to encourage prediction as a child visits Grandma's farm. There are reassuring stories to read aloud in *Playtime Stories*, which Joyce Donoghue has written for the National Playgroups' Association (illustrated by Prudence Seward, Young Puffin £1.50), while *Here Comes Pob* contains not only some delightful tales but also a few jolly rhymes; I particularly liked Naomi Lewis's "I am a Ginger Biscuit" (edited by Anne Wood, illustrated by Jonathan Hill, Young Lions, £1.75). Phillida Gill contributes magical illustrations to Nina Bawden's slight but charming tale of an adopted child who is the daughter of an African prince (Princess Alice, Magnet £1.95) and Bob Wilson produces his own droll strip cartoon illustrations for another Holloway-like rhyme about Stanley Bagshaw, Stanley Bagshaw and the Mating Square Cheese Robbery (Picture Puffin £1.75). For those who prefer fact, particularly if it is incredible, to Frank Kettle, *Amazing Kids* lists the achievements of an extraordinary number of extraordinary children; since it is accurate enough about those I've heard of, I'll take its word for those I haven't, and be duly amazed (Sarah Livinoff and Vida Adamioli, illustrated by David Simonds, Magnet £1.50).

Among the rivers and valleys, the "to lingers over" of the Severn at Ironbridge and the High Force in Teesdale are mentioned, but not everyone would agree that so miles of coast paths would be good introduction to walking for the drowsy, as suggested. Abandoned ways lined with their preserved stone and flower embankments might be safer. Though there is much to be learned, to walk along canals is to walk through 200 years of history with a marvel at the expertise typified by the example, in the construction of locks on the Monmouthshire Canal, to raise the level 148 feet in half a mile.

Gentler walks are suggested in Downland, through forests and lowland areas, and guided by the interesting notes. *Lovers of the Literature* can explore the Cotswolds country or Jane Austen's Oxfordshire. *Whit's Hampshire*. Though available in its encouragement to rambling, the book might have been improved by a greater concentration on fewer themes.

Eric Church

BOOKS IN CLASS

Debaters and pamphleteers



HISTORY

Luther. By Michael Mullett. Methuen £2.95. 0 416 00362 1. Louis XIV. By J H Siemman. Methuen £1.95. 0 416 37340 2. Louis XIV. By Victor Mallia-Milanes. Macmillan £3.95. 0 333 39 145 4. The Thirty Years War. By Peter Linn. Longman £2.95. 0 582 3573 4. Sources in History: The Nineteenth Century. 0 7135 2626 2. The Twentieth Century. 0 7135 2625 4. By Malcolm I. Pearce. Bell & Hyman £3.95 each.

If they could have a Lancaster Pamphlet for every topic in their course, A level students would be happy, particularly at this time of year when revision is getting urgent. Fifty concise and incisive pages - and the university of Lancaster's history department seems to be able to keep coming up with them - can just about wrap a topic

up. For depth of coverage you'd have to go elsewhere, but Lancaster Pamphlets do survey work in the field, and they do give a clear point of view.

The strength of *Luther* is Dr Mullett's analysis of the political situation in the 16th-century German states, in which he has no qualms about referring to Germany, despite their fragmentation and devolved political power. Germany's disunity has been exaggerated, he says; it did have a national constitution, albeit one reflecting the absence of authoritarianism. Both the knights and the free cities were strongly nationalist, and the missing authoritarianism was making an appearance anyway in the shape of the invading Roman law.

German concerns of Pope and Emperor, imperial ambitions of Luther's Elector protector Frederick of Saxony, knights' frustration and peasants' desperation, are all vital threads in the developments of the

1520s which followed what was essentially, after all, a religious controversy. Dr Mullett traces them all with clarity. Luther's legacy was still racking Germany and Europe a century and more afterwards. In *The Thirty Years War* Peter Linn provides documents as well as a standard Seminar Studies depth of analysis, more detailed but no less useful, than the Lancaster mode.

Both *Louis XIV* covers show the king immortalized by Bernini, his idealized countenance divining the billowing curls of his wig with magnifi-

cence and classical calm. The consensus verdict, though, of contemporaries as well as historians, is less flattering. The Sun King's reign was overcast by too much war and too many taxes; his subjects suffered too much in his pursuit of *glorie*, as he himself, too late, came to realize.

With the A level exams increasingly going for document questions, and thinking of ways of building on GCSE for future syllabuses, collections like Bell & Hyman's *Sources in History* will always be useful. Welcome volumes on the 16th and 17th centuries are in preparation too. As well as the sources and exercises, there are introductory sections giving general advice about document work at A level, with suggestions about types of source, hints about how to evaluate them, and, for candidates best of all, clues about what the examiners are after.

Jessica Saraga

Post-war conflict

Britain 1945-1985. By S R Gibbons. Blackie £4.95. 0 216 91903 7.

That no reader could, I think, find S R Gibbons' account of the tumultuous and political convolutions of the last 40 years, after he has himself voted at the General Elections of 1974, 1979 and 1983, testifies to the objectivity he is able to bring to his study of post-war Britain, which is enriched throughout by well-cited contemporary comment and quotations from primary sources.

It was the sudden and catastrophic surge in oil prices in the wake of the Yom Kippur War that made 1973/74 such a critical period. The initial interruption of supplies, followed by a price increase by the producers of 66 per cent, succeeded rapidly by a further 100 per cent rise, knocked all the Western economies for six.

In Britain, the oil crisis strengthened the hands of the miners in their

concurrent dispute with the Heath government. A ban on overtime working evolved into an all-out strike. Heath responded with the three-day week and an election which, against most poll-sampling pointers, he narrowly lost. Then, five years when Labour was in office but not effectively in power, because of its dependence on minority party support. The instability of those years, attended by the spectre of hyper-inflation and the exacerbation of normal inter-party conflicts, disrupted the post-war consensus nature of the mid and often more confrontational atmosphere which still persists and in which the next election will undoubtedly be fought. For a time in the late Seventies everyone seemed to be playing the National Scenario Game, with usually unalarmed people projecting the potential disaster-mechanisms that could rip apart the benignly tolerant

fabric of British society and thrust power on either extreme left or extreme right. Such talk seems distant now, but it is still a shock to read of that turbulent period in terms of firmly settled historical fact.

Mr Gibbons' summary of these years is as clear and balanced as it is of the three decades preceding them. Typically, he gives justice to the strong arguments for monetarism - and for the equally potent arguments against. Through the double columns of this generously illustrated book give it a slightly congested appearance, one can recommend it without reserve to young people (15 and over) who want a lucid and impartial introduction to the post-war epoch in which they and their parents either grew - or are growing - up.

Martin Fagg

Cause, effect

Documentary History series: The Origins of World War I. 1 85210 278 0. The Origins of World War II. 279 9. By Roger Parkinson. Wayland £6.50 each.

Out of print for some years, several titles in the Documentary History series are now republished. Roger Parkinson's encapsulation of the infinitely complicated long-term and immediate causes of the Great War is enlivened by many shrewdly-chosen extracts from contemporary primary sources, including a key passage from Sir Eyre Crowe's terse but masterly identification of Britain's true diplomatic and strategic interests in a Foreign Office Memorandum of 1907. The account of the 1914 crisis does not perhaps sufficiently stress the crucial

importance of the notorious German "blank cheque" of July 5th, without which Austria-Hungary would not thereafter have proceeded as recklessly against Serbia as she did.

Responsibility for the outbreak of the Second World War is less controversial, and the author's account of this inter-war events that generated it is equally sure-footed. Two caveats. Some of the captioning of the many first-class illustrations is erratic: Hitler as a young soldier is wrongly identified in a WWI group photo, etc. Where the author writes that the Reichstag Fire was started by Marinus van der Lubbe "probably... with Nazi complicity", I should write "improbably" - on all the available evidence, but we shall never now know the exact truth about this. The reassurance of these skilful miniaturizations is most welcome.

MF

Legionnaires to princes

Romans in Wales, Medieval Welsh Monasteries. Gerald of Wales, Gerald and Ila World. University of Wales Press £2.50 each.

This series of lower secondary school guides, well illustrated with pictures, maps and diagrams, contains a wealth of contemporary evidence and comes complete with a useful glossary of unfamiliar terms. The topics for discussion and essay questions raised call for an imaginative as well as factual response.

The first book takes pupils back to the military lifestyle of the legionnaires at Caerleon. By focusing on a day in the life of a soldier, the text touches on the topography of a Roman barracks, the work of its residents as well as the relationship between the Romans and

the local Celts. Artefacts found in Wales are illustrated, and the numerous archaeological sites worth visiting are listed. There are also brief career tips for any would-be archaeologists.

The *Monasteries* title introduces the conflict between invading Norman barons and indigenous Welsh princes. The founding of the monasteries clarifies the division, with the Welsh favouring the Carmelites and the Normans opting for establishing Benedictine houses. The wealth of many monasteries is recorded - in 1921 Morgam made a profit of £255. But in the later Middle Ages, there is the suggestion that some monastic money was obtained from ill-gotten gains, especially when the Abbot of Vale Crucis in Glyndwr was found to be the ring leader of a successful band of highway robbers.

Iola Smith

Further history reviews in this week's Extra. 41-48.

THE DATING the Shroud

Scientists in Europe and America are embarked on a mission to show by carbon dating whether the Turin Shroud really could have wrapped the body of Christ. Next week *The Times* looks at their methods and assesses their chances of solving a great religious mystery



... and regularly in *The Times*. Philip Howard on words, Bernard Levin on the way we live now, Irving Wardle at the theatre, John Clare on education, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, Shona Crawford Poole on travel, John Higgins at the opera, David Robinson on the cinema, David Sinclair on rock... and much more

THE TIMES

The world's most famous newspaper (25p)

TVEI

The Organisation of the Early Years of the Technical and Vocational Education Initiative Edited by Colin McCabe, University of Newcastle-upon-Tyne

When the second round of TVEI schemes was well launched, six of the project evaluators came together to describe and analyse how the schemes were working. This book presents their ideas with each evaluator taking a separate topic concerned with organisation. The relationship between style and structure in L. explained and within schools the position of the head teacher, the work of the ordinator and the dangers of eulogies are considered. Finally, a curriculum perspective is taken and there are two short papers on the management of choices at sixteen plus. The book signposts key features of the introductory TVEI schemes to both local authorities and individual schools, looking at the surface to tell it as it really was.

iv + 68 pages ISBN 0-905028-61-7 £4.95

Multilingual Bank House, 8a Hill Road, Matters Ltd, Cleveland, Avon BS21 7HH

ARTS

A whole constellation

Science centres are in orbit. Mary Cruickshank reports

There is nothing new about practical science. Most science teachers would say it is an essential part of their classroom work. But it is only recently that a three-dimensional presentation has come within easy reach of the general public. Interactive science centres - where the public can explore and experiment with natural phenomena in practical ways - are rapidly gaining ground as new funding emerges (principally from the Department of Trade and Industry, the Gatsby Trust and the Nuffield Foundation) and projects are tried out in the market place.

Last year saw the opening of the Science Museum's Lancelotti Pad and Carlisle's Technicentre. Bristol's Exploratory was launched in a university building in Clifton in February and the Interactive Technology Centre in Liverpool has now opened to schools and the public after a long pilot phase.

Each centre is developing its own style. But the common features of all exhibits - and there are around 1,000 of them now, illustrating different scientific and technological concepts - are interaction, entertainment and a potential for awakening curiosity about the way the world works. There is a widespread exchange and adaptation of ideas, many originated at the San Francisco Exploratorium, which opened over 20 years ago. So the same exhibits turn up at different centres, often with different names and labels and alterations in design.

For example, the Launch Pad's tumbling exhibit, a small freely-rotating platform which demonstrates the effects of momentum conservation, was inspired by the Exploratorium.

The heamed voices exhibit appears as the whisper dish in Cardiff to demonstrate how sound waves travel between two parabolic reflectors.

The latest initiative is the travelling science centre, which will take interactive exhibits around the country in a self-contained mobile unit. Trials for exhibits will take place this summer and the whole show will be on the road by May 1988. It is being devised by Stephen Pizzey, formerly deputy director of the National Photographic Museum and a consultant to the Exploratory until last year.

His inspiration was the Zurich-based interactive exhibition, *Phenomena*, conceived by George Mueller as "a bridge to a better grasp of a complicated world". The aim of the travelling science centre is to demystify science, "to present things in a way that makes the world interesting and intelligible when you walk outside," says Stephen Pizzey. "Science has become too textbook based. While it has its formal side, it's also very much part of the world we live in."

The centre is based on hexagonal tent units, each of 1,000 square feet, constructed of aluminium poles and plastic. Its flexible, easily-transportable design means it can adapt to a wide range of sites and be taken on to an existing building, such as a school, museum or leisure centre, or act as a free standing entity, such as at a showground.

Each unit will have its own theme, for example, natural history or optics. An auditorium is planned for a wide range of activities, including the arts and drama, which will depend on the demands of the region. There will be opportunities for local industries,

schools, universities and colleges to mount their own exhibitions.

Students on the 3D design course at Gwent College of Higher Education, who have already played an important role in creating physical science exhibits for Bristol and Cardiff, are now developing projects for use in the travelling centre's natural history "discovery dome". One, for example, looks at why birds' eggs are the shape they are. What can be deduced about the life-style and habitat of a guillemot from its single pointed egg, compared with the cluster of rounded eggs in an owl's nest?

Hands-on experiments with microscopes and other practical projects are being developed by Steve Pollack of the Natural History Museum in London. One, the choice chamber, will show how land crickets react to humidity and temperature.

Bryan Dale, director of the Gwent 3D design course, explains that it is much harder working with natural phenomena, because they are less predictable, more fragile and slower in response than the physical sciences. Interactive exhibits have got to arouse curiosity and say "come on, have a go", but the design mustn't upstage the phenomenon being demonstrated.

Observation shows that most people spend little more than a minute at each exhibit, so it has to produce results very quickly. But the interaction mustn't be pre-ordained, there must be the possibility of getting it wrong.

Safety and durability are other important factors that have to be taken into account. The wear and tear is considerable. Exhibits are repeatedly handled during the day, in some cases containing "feet-on" as well as "hands-on" use.

The work at Gwent has evolved naturally from the college's BEd and CDT teacher training courses, which require students to design something that communicates a phenomenon or process in teaching science. The principle of interaction is something that mainstream 3D BA students have to focus on, and so the projects they are undertaking for the science centres feed back into their design work.

The travelling science centre has received a grant of £150,000 from the DTI and £30,000 from the Nuffield Foundation, which has had a long involvement in maths and science education. Anthony Tomel, deputy director of Nuffield, hopes the centre will act as a catalyst for other interactive projects. "It's not just a collection,



but a whole constellation of activities with the capacity for local events and exhibitions as well," he says.

The BBC will also be watching the centre closely as its own Project Science year proceeds. This campaign to promote the public's awareness and understanding of science will include a wide range of science programmes from primary to Open University and in-service courses for teachers. The imaginative thrust of the programmes will be in their practical approach.

A feature of the style has already been seen in the series, *Take Nobody's Word for It*, which has received an enthusiastic response, particularly from people who had previously thought of science as something they had given up at school. "I never realized science could be so interesting," is a frequently-heard comment at interactive science centres. Because the design of exhibits is governed by the public's response to them, interest is maintained and the evidence is that people visit and revisit the centres. If an exhibit fails to engage the public,

then it is abandoned. This is why the trial periods and the evaluation programmes such as those carried out by Liverpool University school of education and the Science Museum are important at this early stage.

At the same time it is necessary to ask what sort of evaluation is most appropriate. If the science centres are concerned with attitude changing rather than learning in a formal sense, ways of assessing the long-term impact of a visit need to be considered. A conference at Liverpool University this weekend will address these questions.

We are only beginning to scratch the surface of what is involved, says Anthony Tomel. "At one level you see people having a terrific time. If people enjoy science rather than find it threatening, that is an achievement." Any teacher, student or CDT enthusiast who would like to take part in designing or building exhibits for the travelling science centre can contact Stephen Pizzey at the Nuffield Foundation, 28 Bedford Square, London.

perience, business studies, CPVE, TVEI and the YTS. Given the mixed-ability nature of most careers work, *Rebel Records* enables students to achieve targets and to assess their own and others' performance, which is particularly useful for CPVE and TVEI courses. It also contains an appendix of the jobs in a typical factory, many of which are included in the units.

Teachers will find individual sections appropriate for covering their subject areas, such as distribution in geography, and finance and accounts in maths and business studies. *Rebel Records* is a well-conceived and imaginative package which is not intimidating to the teacher.

Richard Evans

One of the difficulties of careers guidance and life-skills programmes is introducing the idea of the world of work without being too job-specific. The title of this pack, *Rebel Records*, suggests a definite job area limited to the record industry but the opposite is the case. *Rebel Records* uses the theme of a young person on work experience in a record factory to introduce a range of activities in the various sections of the factory and to illustrate typical work skills.

Eighteen units, contained in a ring binder, comprise an overall theme that can be followed either in sequence or independently. Each unit has clear teachers' notes followed by photocopyable worksheets for students. The notes are detailed enough to be used by someone unfamiliar with group activity and can also be extended and adapted for role-play and simulations.

The package is designed for 14- to 17-year-olds on simulated work ex-

Open University, PO Box 188, Milton Keynes MK7 6DH.

LINGUAPHONE TRAVEL PACKS
The Linguaphone Travel Pack series comprises a 60 minute language cassette in French, German, Italian or Spanish of survival language and basic phrases for tourists. Also included in the pack is a travelogue cassette on the country giving hints and a range of insights, a Collins Gem dictionary, a pack of 52 "Panic Cards" giving key phrases and a detailed touring map. The package costs £9.95 from Linguaphone Institute Ltd., Linguaphone House, Beevor Lane, Hemmersham, London W6 9AP.

notes

PERSONAL INTEREST PACKS
The Open University has a range of personal interest packs in 12 subject areas: jazz, Buddhism, Hinduism, symphony, orchestration, the rise of the symphony, understanding modern Europe, W.B. Yeats, James Joyce, East Anglian studies, the changing countryside, looking into paintings and women and writing.

The packs are available from the Learning Materials Service Office, The Centre for Continuing Education, The

Mortals

SCHOOL RADIO
RSC in Repertoire
BBC Radio 4VHF, March 30 and 31. The four 20-minute programmes are now available on two tapes (*Romeo and Macbeth*) and (*Dream Richard II*), £5 each, from BBC Emergency Cassette Service, Centre for Educational Technology, Civic Centre, Mold, Clwyd CH7 1YA.

Students studying *Romeo and Juliet*, *A Midsummer Night's Dream*, *Richard II* and *Macbeth* are here given insights not only into the text, but into each participant's contribution to a particular production. An especially useful lesson is that each interpretation is only one of many possibilities: there is no right way of doing Shakespeare. RSC directors, aware of both their audience's fore-knowledge of the plot and the weight of tradition, feel impelled to experiment. Bill Alexander, director of *The Dream*, admits as much. He has now changed his mind about his Stratford production in which the same actress doubling as Titania and Hippolyta, the fairy sections become Hippolyta's dream, an expression of her wider self. Alexander now believes this to be a distortion of the play and changes will be made before the Barbican opening.

Other topics discussed are how to play a fairy, whether Bottom's character changes, the symmetry of the groups, and the theme of love. Michael Bogdanov, describing his

modern dress Italian *Romeo*, explains his intention to present a "hard analysis of a mercenary society" and to show the lovers to be not star-crossed but man-crossed, victims of society. His aim is to send his audience out thinking: the tape could be as stimulating for class discussion.

Bill Dudley's design for *Richard II*, inspired by the Duc de Berry and with a symbolically declining sundial, is shown to be integral to Barry Kyle's interpretation of the play. Richard's England is a Garden of Eden into which the efficient, cynical populist Bolingbroke intrudes. The destruction of Richard - and the garden - ensues. Jeremy Irons speaks enthusiastically of his role as the king, an idealist, a lover of the arts who gives away political responsibility with some relief.

Jonathan Pryce and Sinead Cusack show in conversation how they have developed their characters as Macbeth and Lady Macbeth together. Adrian Noble's production, with its claustrophobic black box set designed by Bob Crowley, emphasizes the domesticity, the ordinary humanity of the pair. Everything depends on their marriage being a strong partnership which has survived the trauma of losing a child. Adrian Noble describes how he has dealt with the traditional difficulties of this play - the witches, Banquo's ghost and the ghostly dagger.

Each programme is stimulating and informative in its own right, but each would be especially appropriate to what the appetite before a visit to the production in question, all part of the current Barbican season.

Heather Neill



From the RSC's Stratford production of "A Midsummer Night's Dream"

briefings

radio & tv

Continuing education and general interest

ESSAYS ON POPULAR MUSIC
(Saturday, 16.30 VHF4)

What is vibrant? Do all popular singers have the sweetness of tone it provides? Mel Hill investigates, with illustrations from Sarah Vaughan, Edith Piaf, Mick Jagger and the bands of Sidney Barret and Glenn Miller.

YOU IN MIND
(Sunday, 16.15 BBC1)

The last in this series, soon to be repeated, looks at ways of overcoming the stress of change. People who have found meditation helpful discuss its benefits.

WORKFORCE
(Sunday, 22.15 R4)

Brian Redhead presents a review of recent work initiatives. Ronald Cohen talks about raising venture capital. There's a report on Telework, where people working from home use on-line computers, and one on job creation prospects from the Institute of Manpower Studies.

VIDEO ACTIVE
(Sunday, 23.00 BBC1)

"Strike Light" features ways of

lighting to enhance video making. Sue Robbie discusses the experiences and results of two viewers.

THE WAR OF THE WORLDS
(Monday-Friday, 22.15 R4)
HG Wells' book, found on some O level syllabuses, is this week's "Book at Bedtime", abridged by John Scotney and read by Simon Ward.

ADVICE SHOP
(Tuesday-Thursday, 9.45 BBC1)

Advice for everyone on the benefits and help available on themes such as training, retirement, sport and leisure end, this week, divorce. Information leaflets from the BBC.

THE AMATEUR JUSTICES
(Tuesday, 22.30 R4)

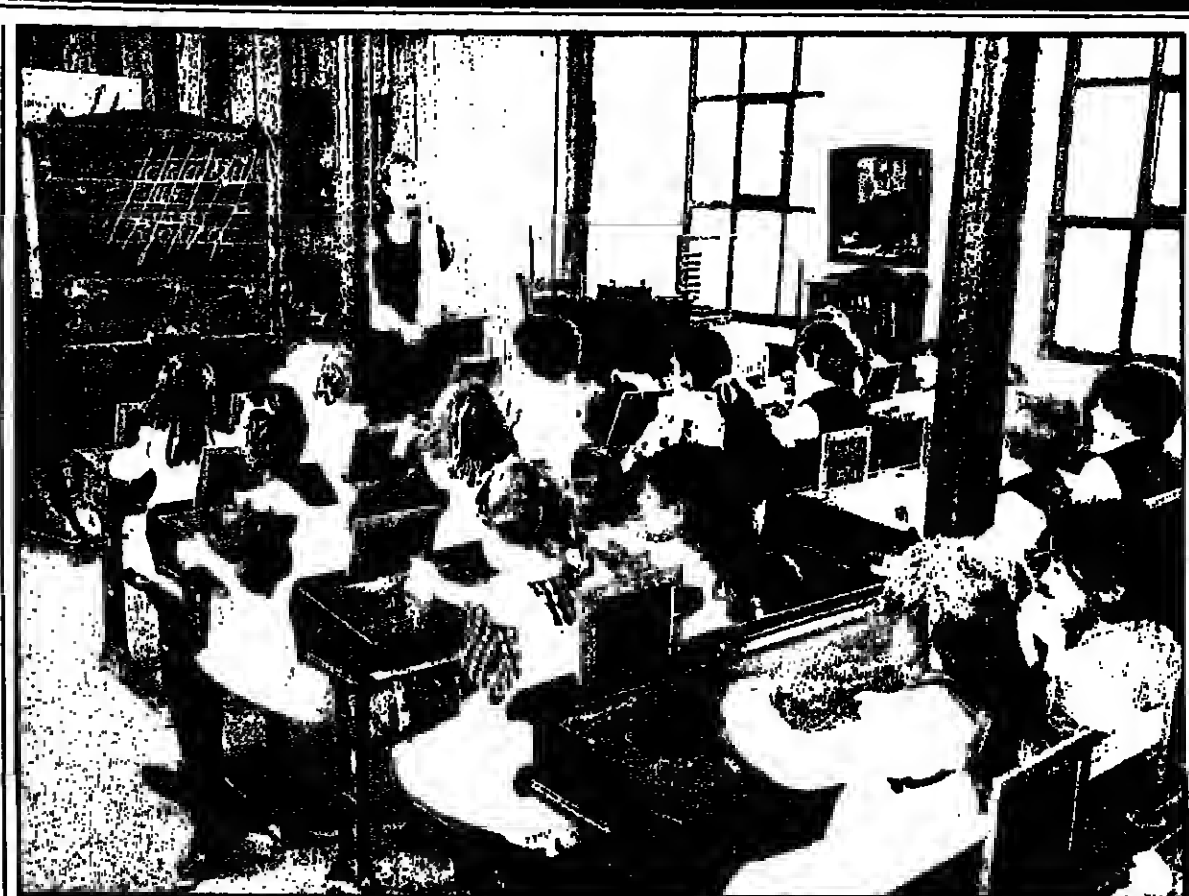
A study of the local magistracy in Coventry pinpoints the sort of people who become JPs and the way they approach their jobs during a time of rising crime.

THE MAKING OF BRITAIN
(Wednesday, 18.30 C4)

Dr Philip Gardner examines attitudes to education in the 19th century and shows how middle class ideas of respectable behaviour influenced working class culture.

GO FOR IT!
(Thursday, 17.35 BBC1)

Angered Mr and Robble Vincent follow another five families as they strive for a fitter, healthier life for themselves and their children.



Civic pride

A new series from Granada TV considers Victorian values

CONTINUING EDUCATION
Victorian Values
ITV Granada, Wednesdays 7.00pm from April 15.

What exactly were Victorian values? For Mrs Thatcher, who is responsible for bringing them back into the public eye, the answer is simple. "I was brought up to work hard. We were taught to live within our income, that cleanliness is next to godliness. We were taught self-respect. You were taught tremendous pride in your country. All these are Victorian values" (1983). For Bamber Gascoigne and his crew on the television series, the answers are more problematic. Though the half-hour programmes do not delve deeply into the history of ideas, do not for instance look at the puritan heritage of such ideas as "living within your income" or "self-respect", they are a useful reminder of the social questions Victorian society posed and of the many, though partial, solutions it achieved.

Looking at the issues of sanitation, health, law and order, education, local government and philanthropy, Mr Gascoigne has elected to take a mildly crusading tone on behalf of the reforming tendency in Victorian society.

It is true that the values upheld by Joseph Chamberlain, the "Gas and Water Socialist" whose transformation of the city of Birmingham forms the centrepiece of the fifth programme (on local government), were radically in contrast to the privatization favoured by the present government. But had Mr Gascoigne looked at some of Chamberlain's opponents, or at those who opposed universal education for

men it would bring discontent to the poor, or at those who fought Edwin Chadwick's proposals for sewerage on the rates (in the first programme), some familiar voices would have been exposed.

"Socialism on the rates," they fumed. They excoriated the Public Health Service which helped to eliminate epidemic diseases and lasted till the 1970s. "Some people can't be helped," they sneered at the philanthropists, who all too often were mopping up the casualties from a great tide of low paid work "insufficient to provide for the necessities of life" (Mayhew Booth Webb et al). Victorian society was highly complex and in a state of flux, encompassing the student Marx and the pigsties of Pimlico, rich and with masters who starved and beat their domestic servants, as well as with the Lord Shaftesburys who brought in the Factory Acts and other reforms.

With these caveats, the series - and

the lucid and more comprehensive book which accompanies it (to be reviewed shortly) - is a useful look at the positive aspects of Victorian civic pride. This pride led to local improvements, and the lavish detail which graces the municipal palaces shown in the local government programme emphasizes the technical ingenuity which was brought to bear. Likewise the achievements of Chadwick and Bazalgette in building the sewers we still use today, the building of schools and museums and of prisons and hospitals, the establishment of great charities like the Salvation Army or NSPCC, remind us of the Victorians like Chamberlain who could point to a city "paved, parked, assized, marketed and improved" and exult that "we shall get our profit indirectly, in the comfort of the town and the prosperity of its inhabitants."

Victoria Neumark



Serious stuff

SCHOOL RADIO
Modern Plays: Confusions
By Alan Ayckbourn
BBC Radio 4VHF
April 6-9.

Alan Ayckbourn has remarked in an interview that his plays are fundamentally serious. Although the seriousness occasionally seems merely facetious, backed on rather than integral, the four plays (dating from 1974) which make up *Confusions* tend to bear out his contention: the comic or farcical surface conceals serious under-

lying darker feeling - loneliness, vanity, jealousy, the roles people impose on themselves.

In *Mother Figure*, the sharpest of the four, tinged with a faint touch of menace, a harassed mother proves to be rather more successful at mothering her neighbours. *Drinking Companions* features her husband Harry, played in this production with just the right degree of Pythonesque rudge-nudge, wink-wink innuendo, as he tries unsuccessfully to pick up two women in a dreary provincial hotel.

Gasforth's Fife centres on the preposterous for a village. It features a superbly farcical scene in which a woman informs the local policeman that she is pregnant by him, only to find out when it is too late that her revelation has been broadcast to everyone else, including her fiancé, through the public address system set up for the fête.

The last play, *A Talk in the Park*, features a series of conversations in

which a group of characters bore each other with accounts of their troubles, prejudices and opinions.

In the broadcasts, the shorter plays were fleshed out by extracts, of varying degrees of illumination, from interviews with Ayckbourn. The plays were competently enough done, but the performances seemed to hint that radio was not the most suitable medium for them. Comedy of this kind appears to work best with a filled-out visual background - not only the set (the provincial hotel or the suburban sitting room) but also, and more important, the expressions, gestures and appearance of the characters. Ayckbourn in these plays is particularly good at using staid or garrulous humanity to suggest underlying tensions. Without the visual backing, though, they sometimes seemed to lack their proper force.

Ashok Berry

Roadshow

The Opportunity of a Lifetime
The 1986/87 58th annual IEE Faraday Lecture
Presented by ICL

Under the aegis of the Institution of Electrical Engineers, the Faraday roadshow has yet again come to town. This year's featuring body, ICL, were touring 17 towns and cities enthusing school children and the general public about the opportunities that information technology offers us as individuals and as a society. The final lecture in this year's cycle will be given in Dublin next week.

"The Opportunity of a Lifetime" describes information technology in retail, manufacturing, medicine and office systems. Today's computers, though, are crude compared to the fifth generation's processing power which will facilitate intelligent speech systems and communication via speech and touch. ICL's presentation is both understandable and fascinating. Computer jargon is explained and the message of "opportunity" is reinforced by a stimulating use of electronic music and large screen computer

graphics, designed to represent a futuristic computer.

My enthusiasm seemed to be shared by the audience of 2,000, mainly from schools and colleges, who attended one of the London Faraday lectures. It's no wonder then that the Friday lectures can be increased from the 100,000 or so who currently attend. Consequently, a video is frequently made of the lecture. ICL appear to be taking educational spin-off more seriously than their predecessors.

Those schools and colleges attending the lectures have already received a Faraday resource book, while a "2001 Timecapsule" competition for schools is under way and (though still under wraps) more resources to encourage the exploration of new technology in schools are promised.

When schools are financially hard pressed, the Faraday lecture and its spin-offs should be a welcome bonus. Yet many people in education have never even heard of it. It is particularly regrettable that this educational event is not broadcast annually like the Royal Institution's Christmas lecture.

Jean Sargeant

Previous years' videos are available from the IEE Centres Services Section, Nuffield House, Nightingale Road, Hitchen, Herts.

A cause

Rebel Records: A Company at Work.
£19.50 + £1.90 post and packing
Carsons Consultants, 12/14 Hill Rise, Richmond, Surrey TW9 8DA.

One of the difficulties of careers guidance and life-skills programmes is introducing the idea of the world of work without being too job-specific. The title of this pack, *Rebel Records*, suggests a definite job area limited to the record industry but the opposite is the case. *Rebel Records* uses the theme of a young person on work experience in a record factory to introduce a range of activities in the various sections of the factory and to illustrate typical work skills.

Eighteen units, contained in a ring binder, comprise an overall theme that can be followed either in sequence or independently. Each unit has clear teachers' notes followed by photocopyable worksheets for students. The notes are detailed enough to be used by someone unfamiliar with group activity and can also be extended and adapted for role-play and simulations.

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Andrew Lockhart, M.A., Director of Education, Education Office, 379-383 High Street, Stratford, London E15 4RD.

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WEST BECKTON CHILDREN'S CENTRE, E.16 NURSERY TEACHER

Scale 2 full-time or part-time

The Authority seeks to appoint for September 1987 or earlier if possible a full time qualified nursery teacher or two part-time teachers to work mainly in the new Children's Community Centre which provides day care for young children. This is a new appointment and the Authority is looking for candidates with commitment to meeting the educational needs and the day care operation between Council departments and Dr. Bernardo's.

Applications are invited from teachers who have completed their probationary period and preferably have some further experience in nursery education. The teachers appointed will be attached to the Scott Wildlife Primary School, Hoskins Close, London E16 and will be professionally responsible to the Head Teacher at that school.

Scale 2 salary plus London Allowance. For an informal discussion about this post please contact Mr. V. Dickson, General Adviser for Early Years, Education Department (Tel: 534-4545 Ext 30724) or Mr. J. Tytle, Project Leader, West Beckton Centre (Tel: 511 3222).

This post is open to Teachers who wish to Job-share. Application forms can be obtained from Director of Education to whom completed form should be returned by 21st April 1987.

Director of Education, Education Office, 377/383 High Street, London E15 4RD. AN EQUAL OPPORTUNITY AUTHORITY (14302)



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(Group 4 + LFA £309 p.a.)

Required September 1987

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Re-Advertisement

Applications are invited from suitably qualified and experienced practicing Roman Catholic teachers. The successful candidate should be energetic and motivating, also by personal example and leadership, pursue the quest for pride, professionalism and excellence. Generous relocation allowances payable in appropriate cases.

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Required September 1987

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(Group 5 + LFA £309 p.a.)

Staples Road, Loughton.

Generous relocation allowances payable in appropriate cases.

Please send foolscap size for form and details to: County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. Tel: 0245 267222, ext. 2860.

Closing date: 24th April 1987.

(11788)



ESTCOTS C.P. SCHOOL
Bourg de Peage Avenue,
Lewes Road,
East Grinstead, RH19 3TY

Headteacher

Required for September 1987 or January 1988 for this Group 6 County Primary School. The school was built in 1972 and the modern building comprises 15 classrooms with activity areas. The school will soon be benefiting from further development.

Further details and application form available from Area Education Office, Goffs Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e.

(13458)

west sussex

PRIMARY HEADSHIPS

continued

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ST JOSEPH'S CATHOLIC SCHOOL
Rink Street, Huddersfield HD6 2EP
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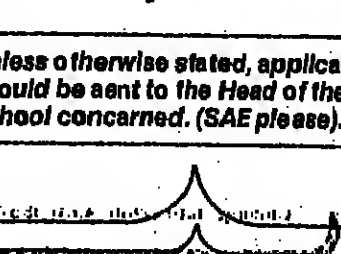
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HARLAN SCHOOL
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South Humberside DN38 6JD

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PRIMARY EDUCATION

BEDFORDSHIRE
WHITFIELD INFANT
 School, Whitfield, Bedford.
 Founded in April 1987, the school is a small, friendly school with experienced staff. In addition to the main school, there is a pre-school unit for 3-5 year olds. Applications are available from September 1987. For details, contact the Head Teacher, Mrs. J. Smith, Tel: 525111.

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LAVELLE MATTHEWS
 School, Lavelle, Bedford.
 Founded in September 1987, the school is a small, friendly school with experienced staff. In addition to the main school, there is a pre-school unit for 3-5 year olds. Applications are available from September 1987. For details, contact the Head Teacher, Mrs. J. Smith, Tel: 525111.

CAMBRIDGESHIRE

HUNTINGDON AREA
STANTON INFANT
 School, Stanton, Huntingdon.
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For application forms and further information please contact Haringey Education Service, 46 Station Road, Wood Green, London N22 4TY. Tel: 01-861-3000 ext. 3147.

Haringey is an equal opportunity employer. We wish Haringey teaching staff to reflect the rich diversity of the local community.

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Children at ILEA schools come from all sections of London's diverse multi-racial community, they are keen to learn and need your teaching skills, energy and experience.

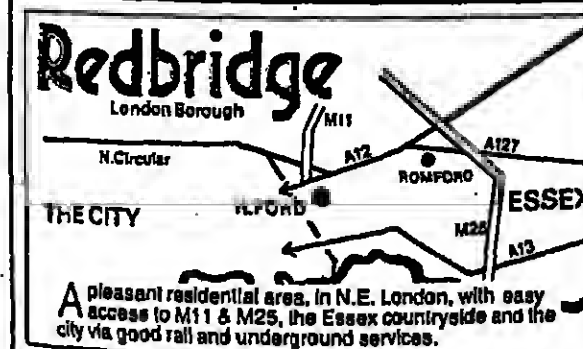
The ILEA is unique in being the Country's only single purpose education authority, its one aim is to provide the best in education for those who represent London's future. Join us and build yourself a totally absorbing and rewarding career in this exciting environment.

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- All full-time posts (except probationers) are open to job share, please ask for further details

Applications will be welcomed from experienced and recently qualified teachers. Further information and application forms are available from ILEA, PER/PSA, Room 97, The County Hall, London EC2E 7PB, or telephone 01-433 3031. (24 hours telephone service). Alternatively, if you have access to a specific geographical area, please telephone the Teaching Staff Section for the appropriate ILEA Division.

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Applications are invited from enthusiastic teachers, newly qualified or experienced who are seeking the opportunity to work for a lively and caring authority, and to play an active part in the service it provides.

The London Borough of Redbridge is situated to the north east of Central London. It is conveniently located for the City and West End of London and is within a reasonable distance of the Essex countryside and coast. The schools are well maintained and well equipped. There is a flourishing Teachers' Centre and the Authority pays special attention to the in-service training of Teachers.

Application forms obtainable from and returnable (as soon as possible) to the Director of Educational Services, 26-28 High Road, Ilford, Essex IG1 1NN (Tel No. 01-479 3020 Extension 3135).

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Rewarding Opportunities
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Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Haringey

Tiverton J.M. & I School
 Puford Road
 London N15 6SP
 Tel: 01-800 3779

CURRICULUM CO-ORDINATOR SCALE 1

Applications are invited from newly qualified teachers to take responsibility for an Infant class.

CURRICULUM CO-ORDINATOR SCALE 2

Applications are invited from experienced primary teachers for a Scale 2 post in the Infant department to take responsibility for a top Infant class.

The candidates appointed for these posts will join a team of teachers committed to the Borough's anti-racist, anti-sexist and equal opportunities policies.

Further information and job description can be obtained from the Head Teacher. Visits to the school are welcomed.

Closing Date: 24 April 1987.

Applications are invited for the above vacancies. Application forms and further details may be obtained (a.s.a. please) from Chief Education Officer, 46 Station Road, London N22 4TY and should be returned to this address.

London Allowance £1215 payable. Removal Expenses - 100% in approved cases for permanent posts.

(14333)

PRIMARY
UNATTACHED
Teaching Service (Scale 1-3)

Unattached teachers support Newham's primary schools by ensuring that vacant posts can be temporarily filled by staff able to work effectively with pupils in a variety of situations.

In order to provide a high quality of professional support to our primary schools, we are ready to offer good salaries to Unattached Teachers.

Scale 3 posts are now available, while all posts attract London Allowance of £1,215, and many also Social Priority Allowance.

Professional prospects are excellent for Unattached Teachers, many of whom have moved on to top school posts after the varied experience they have gained.

Service in this multi-ethnic borough, which is building new primary schools in the developing London Docklands, provides exciting professional opportunities. Some highlights of our provision include our new In-Service Centre and our Outdoor Education Centre near the River Blackwater.

Nursery places are considered for the children of primary teachers (wherever you live) and there are job-sharing opportunities.

If you believe you could respond to the challenge of working for Newham as a Primary Unattached Teacher, write to me now (a.s.a.) for an application form and further details:

Andrew Lockhart, MA,
 Director of Education,
 Education Office,
 379/383 High Street,
 Stratford,
 London E15 4RD.



LONDON
BOROUGH OF
NEWHAM
An Equal Opportunity Authority

EXTRA

Experiments in empathy and role play

Dramatic events

Driven, as ever, by a desire to make the process of learning more interesting, alive and relevant; pursued by the demands of GCSE with its emphasis on oral skills, I began some years ago to develop the use of drama as part of an historical education. As a non-specialist I hesitate to use the term "drama", and mean it to encompass role-play, mime, the performing and writing of plays. Why make this development?

The advice that we learn through experience is perhaps over used, but nevertheless, I start from that premise. In developing drama in history I was seeking to combat some of the passivity towards the learning process and to work towards more active oral involvement. How often we see bright students who find verbal expression difficult and conversely how often we see orally able students who are given a sense of failure because of their inability to write fluently. Both GCSE and modern life in general demand effective

COLIN HALL

communication skills. A more pertinent historical reason for this development arose partly out of the demands of GCSE; one of the objectives of GCSE is empathy. For generations history teachers have aimed to create an affinity with the past in a general way, but here was a specific objective, and this drama seemed a useful marriage of convenience. Role play seemed to me to be a direct way into understanding the past in the sense of being part of it. It provided a medium that did not necessarily depend either on great amounts of knowledge or written skills.

Three experiments of a very different nature came to mind. The first was based around the Schools History Project material on Richard III and the princes in the tower. This is an annual study in evidence for our history

department, but on this occasion we turned the study into a public trial, presided over by a local barrister who acted as judge. With borrowed legal dress, and the school hall turned into a courtroom, we put Richard III's reputation on trial. The trial centred on four students who took the roles of barristers and put witnesses through some searching questions. In this instance, drama became the tool of very complex evidence-based history, but it added interest and involvement.

The second experiment was with a group of third year students who wrote, directed and acted their own play about life in Nazi Germany. The play centred on the events of the "Kristallnacht" and involved two families, one pro-Nazi, one anti-Nazi. It examined their different reactions to events and to the issue of fascism. Starting from the human point of view and direct emotional involvement, it seemed that students had a good understanding of the issues that must have faced much of the German population in the 1930s. The following is a short extract from the play:

Frau W: Please be quiet Father, you don't know what you're saying, I don't like to see people injured in this way, but the Jews are the cause of our problems - Hitler says so, he's explained it.

Herr W: You say I don't know what I am saying and you are quite right. I don't because I haven't been told all the facts. None of us know the truth anymore - everything is a cover up.

Eugene: But we have - Hitler tells you through radio, he holds rallies, where people go just to be told what is happening. We've never been as well informed. If he wanted to hold back information, he would simply not say anything. You understand what he says don't you?

Fritz: He does explain things simply - yes. But leaves important facts out. That's the problem, nothing is as simple as he makes it out to be.

Gregor: I would be quiet if I were you. If you weren't my brother then

Fritz: (suddenly): It's propagandist Chorus: What?

Fritz: It's propaganda - he's forcing his ideas on to us -

Herr W: And if we don't listen and agree we're persecuted, like the Jews.



"Don't buy from Jews" advises the Nazi sign - outside a shop in 1938. The dramatization of the events of Kristallnacht by pupils at Gray School Harrogate shows a good grasp of the issues facing the German people at the time

Frau W: We are puppets, with "the Führer" pulling the strings. We can't speak out because - like father said - we are afraid to. So we have to sit back and watch the Jews get hurt.

Gregor: Stop, stop right there, stop and listen, you are getting caught up in your own little world. The Jews are evil, we know this. Hitler knows - he says so. Since Hitler became our Führer, Germany's economy has risen, we never had hope of a car before, now look at the autobahns. He is freeing us from the Treaty of Versailles, he has made us a strong nation. We are to be the master race. We are happy, not badly off, and why? - because of Hitler.

Monika: Yes, but why persecute the Jews, couldn't he have done all this without hurting others, and couldn't we have had this in a democracy? How can he persecute people just because they are Jews? Do you think Hitler would have been voted in, in a democracy?

The third approach lies in role play and is more easily manageable in short lengths of time. If the topic, for example, is "Primitive People", then a useful lesson with students miming the activities of daily life can lead to an interesting and active way of examining a concept that is often difficult.

Role-play is almost too obvious to suggest and yet it is often passed over as an opportunity. We ask students to take on the attitudes of other people at other times without ever making them feel those attitudes.

In the SHP Depth Studies, one of the specific objectives is to understand the motives of another people at

another time. This can lead to an excellent basis for role play. For example, in discussing the Great Reform Act, each student is given an assigned and specific role in which he/she expresses certain feelings or opinions and the contrast of opinion can be brought out. In discussing the movement west in 19th-century America, students can adopt the roles of settlers. This can bring the students greater personal awareness of attitudes. For those who can take this into written form, an extra dimension has been added, for those whose ability is more limited, an experience has opened up a learning facility that might otherwise have been missed. This particular method of role play might be adapted to almost any historical topic. In fact, one must use it sparingly to maximize its efficacy.

These are merely a few examples of the ways in which drama might enrich a historical experience. There may be casualties of the approach, occasionally one must be prepared to sacrifice degree of accuracy and in sensitive areas care has to be taken not to trivialize or over-simplify moral concerns or people's suffering. One must ensure that sufficient historical information is fed into the drama process so that it maintains its worth some consideration. If history is to play a worthwhile role then we must ensure that students do have a feeling for, as well as an awareness of, the past in its human richness and complexity.

Colin Hall is head of history at Gray School, Harrogate.

Success story

A History of Germany 1815-1985. By William Carr. Edward Arnold £9.95. 0 7131 6495 6.

This third edition of a book first published, to wide acclaim, in 1969, embodies substantial revision (in the light of recent research, including the author's own) of the chapters on Wilhelmine, Weimar and Hitlerite Germany and adds a new chapter to bring the story down from 1945 to 1985.

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This is the only book on the market to embrace, in a single volume, this enormously ambitious 170-year German story. It remains a model of compressed enlightenment - deeply enjoyable in its own right, an invaluable teaching-and-learning tool.

from utter defeat and prostration - and consequent rise, in her GFR incarnation, to economic and industrial pre-eminence in the EEC, and to a position third only to the US and Japan in the long enterprise world. Even the UN's free enterprise world. Even the UN's free enterprise world.

John Fines is Head of History at Sussex Institute of Higher Education.

EXTRA

Skills v content - the Historical Association says this is a battle that need not be fought

Preventing civil war

DONALD READ
MARTIN ROBERTS

The place of history in the school curriculum is now being discussed more intensively and publicly than at any time during the past 20 years. The Historical Association welcomes this debate.

HA members were shocked to discover a couple of years ago that about half of all school pupils were giving up history at 14-plus. They were further disconcerted to find that history 7-14 was often subsumed within humanities courses, in some of which a coherent historical dimension remains but in many of which it does not. Other concerns, variously revealed and answered, have related to the fragmentation of chronological coverage; to the shift away from the study of British history; and in the lack of continuity between primary and secondary-school history teaching.

Against this background of unease, the Historical Association was pleased when, at a meeting on 24 October 1985, the then Secretary of State (Sir Keith Joseph) encouraged a deputation to suggest how history might fit into a 5-16 core curriculum. The resulting paper, entitled *History for Life*, contained general observations about history 5-14 along with a detailed proposal for a 14-16 course on 20th-century British history. This was shaped to be taught either on its own account or within a modular humanities programme.

History for Life aroused sufficient interest for the present Secretary of State, Mr Kenneth Baker, to invite another HA deputation, which met him on 19 December 1986, to develop its ideas about history 7-14. This request resulted in *Proposals for History in a Core Curriculum* being sent to Mr Baker at the beginning of February. An accompanying letter emphasized the freshness and value of the learning-of-skills approach to history teaching, which has been so much developed over recent years. Yet the question has begun to be asked, inside the HA and outside, whether enthusiasm for skills has blunted awareness of the importance of content. "Hard facts are fine for the élite 15 per cent of pupils, but no use when teaching a comprehensive range of the population." Such is the reported opinion of one respected educationist. Yet this emphatic assertion has been strongly questioned by the "history as change-over-time" or the "history for future citizens" advocates. Consequently, there is now a real danger of civil war breaking out - between a skills-mainly party (roundheads?) and a content-equally party (cavaliers?). This must not be allowed to happen.

3) The HA has made suggestions about content in both *History for Life*

and *Proposals for History in a Core Curriculum*. A spread and balance has been suggested across the 7-14 age-range - 30 per cent minimum world history; 30 per cent minimum British history; and 10 per cent minimum local history. The remaining 30 per cent of teaching time would then be left for allocation as teachers think most suitable, producing flexibility within a framework. A) Some critics have seemed determined to claim that the HA is interested only in kings and queens, and that such history is elitist. The *Proposals*, in fact, suggest a mix between political, social, cultural, scientific, technological and economic history, even though they do not make the silly mistake of pretending that past rulers (good or bad) have not mattered.

3) Lord Bullock and others have recently attacked the new GCSE history because it allows teachers, if they choose, to omit any study of the history of their pupils' own native land. Alan Bullock observes concerningly that during his lifetime only one country has tried to abolish its own past; and how that country, China, is still paying the price of the cultural revolution. But the HA's *Proposals*, if implemented, would provide a way round - even a justification for - the omission of British history at this stage. For all pupils taking specialist GCSE history would have first started upon the subject as part of the core curriculum; and within that curriculum, a long span of British history - focused through a plotted succession of topics, some studied in depth, others perforce more briefly - would be required study.

If such a combination of core-curriculum history and GCSE history teaching were achieved, it would, of course, greatly strengthen the standing of history in the schools. So let our latter-day cavaliers and roundheads use their swords upon each other. 1660 saw the restoration of a king; let 1990 see the restoration of a subject.

Donald Read is president of the Historical Association. Martin Roberts is head of Chervell Upper School, Oxford, where he teaches Schools History Project.

shifts involved in learning world history. Few history candidates nowadays also study the necessary regional geography. Mature students returning to study after years away from it should also find the factual content nearer their own experiences, enabling them to learn more effectively. One of the most valuable benefits arising from the move to GCSE is the shift in emphasis from what candidates know to what they can do.

The length of time covered by the course makes it possible to discuss other matters which are not going to be examined directly. One example is the impact of the flow of people and ideas into Britain from outside, which has done much to further farming and industry. It may be more fruitful to approach the impact of immigration by these means than as a contemporary "problem".

Similarly, working conditions, the roles of men and women, government intervention... a variety of current themes can be discussed in passing, and are usually thought about more deeply by the students just because they are not part of the examinable syllabus. To this extent the apparent irrelevance of the forced development of farmland during the Roman occupation or the drudgery of domestic industry or absentee land-owning in Ireland may be a better preparation for life in the 21st century than America's Indians or Europe's cold war.

The coursework will be an assignment of up to 2,000 words, based on a topic related to but not directly part of the syllabus, such as a local example or a biographical sketch. There is also a section in the examination that asks how we assess the reliability of source material - it is a useful first step to being critical.

Copies of the course are available from Hugh Bodey at South Devon College of Arts and Technology, Torquay, TQ8 8BB.

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EXTRA

Slick and seamless TV production techniques can obscure historical truth

Watch carefully...



Members of the Board of Health discussing measures to combat cholera from *The Cholera is Coming*

In most secondary schools, critical appraisal of television has generally been left to the English department, or devolved to an ever more restricted audience within a media studies option. Critical appraisal of the media will undoubtedly assume greater prominence within secondary schools, and it would be unfortunate if examination of the form and features of television programmes were to be regarded as the province of a specialist department, or even of a single member of staff.

History departments tend to be heavy users of television resources. Usually television programme is used when its subject matter seems particularly relevant to a specific component of a syllabus; when it seems to offer useful background information, and/or when it evokes empathy in pupils for other times, places or people. In addition to educational programmes, many mainstream broadcasts are used, with teachers capitalizing on television's obsession with re-presenting our past.

The National Criteria for GCSE history state that one of the aims of a history course is "to ensure that candidates' knowledge is rooted in an understanding of the nature and the use of historical evidence", and the assessment objectives state that all candidates will be expected to "show the skills necessary to study a wide variety of historical evidence which should include... visual material... and orally transmitted information" by comprehending and extracting information from it, and "interpreting and evaluating it".

Television programmes deploy historical evidence continuously, and yet they are rarely subjected to the same evaluative strategies that teachers encourage their pupils to apply to other forms of evidence. A number of factors may account for this. Mainstream

television programmes are made to appear artlessly smooth. It is part of the television professional's craft to make programmes in which separate locations, arguments, or even historical periods are welded together, the joints seeming as inconspicuous as possible. "Educational" programmes have become imbued with the same production values as mainstream programmes, the result being that they can be just as difficult to analyse.

Another factor inhibiting critical appraisal is that different kinds of programme require different methods of analysis. TV companies and viewers draw distinctions between television programmes by assigning them to different genres: "documentary", for example; and then to sub-genres: drama-documentary, historical documentary, wildlife documentary and so on. Teachers readily recognize most of these forms, but are perhaps less familiar with the process of isolating, and assessing the significance of, their distinctive characteristics. To further complicate such a process, these distinctions are rarely inviolable. Some programmes borrow techniques more often associated with other kinds of programme.

How then, can we make a start? How might a subject teacher, interested enough to consider television as more than a transparent, unproblematic audio-visual aid, but having neither the time, energy nor inclination to acquire yet another specialism, begin? One method of getting to grips with the "how", as well as the "what" is to select several scenes from a programme, look carefully at how the story is being told, and consider some of the questions that are raised.

To locate these somewhat abstract notions firmly in the context of a classroom, we have chosen as an example a schools history programme which uses a number of familiar features and techniques.

The Cholera is Coming is a BBC Schools programme originally made for the British Social History Series, later reissued as part of *History File*. It is used at our school in support of the "Medicine through Time" component of the Schools History 13-16 project. The following synopsis is taken from the A4 sheet of Teacher's Notes:

ROY TWITCHIN
MICHAEL REECE

"Cholera moves from India, through Europe to Sunderland in 1831. In Stockton-on-Tees an emergency Board of Health orders quarantine checks on ships and road travellers, gives instructions for whitewashing and cleaning heaps of refuse, prepares a hospital and prays. Burial registers and a mass grave show that the town did not escape. One of Stockton's doctors is called when cholera struck the nearby weaving village of Hutton Rudby. He treats a patient with common remedies and the village blocks itself off from the world. The programme concludes with a review of later knowledge of cholera's causes and by pointing to its importance in stimulating the public health movement." The notes continue: "Both the major stories are reconstructed from contemporary material... The main characters are drawn from these sources." (See picture 1.)

The characters are named by a hushed voice-over narration by James Bolan - the television voice of "the authentic North East" - which reinforces the here-and-now-ness of the scene. They are named presumably because their membership of the Board has been verified by reference to "contemporary material" - and yet there is no indication whether the words that are spoken by their screen personae are similarly "authentic". We are not told whether any, or all of the words spoken by any character

portrayed in the programme are fictional, or a verbatim account of what was said, and if so, who recorded it. The characters in the scene function as a number of ways within the programme; they represent their historical namesakes; they also act as stereotypes representing the views of their professions. Thus the Reverend piously offers prayers, the hard-nosed merchant (the only character speaking in a regional accent) is concerned only with profit, and the doctors are ceaseless seekers after enlightenment and, since part of the programme is structured as a "suspense story", they also have to function as vehicles carrying forward the momentum of that story.

The result is that contemporary source material, opinion and judgement are meshed within a continual storyline, with no reference made to any possible deficiencies in the evidence or to gaps or inconsistencies. No attempt is made to provide the young viewer with an opportunity to compare the various types of evidence introduced or to reach an independent conclusion. (See picture 2.)

This device, a kind of contrapuntal composition of modern day images harmonized with a narrative relating past events is a favourite in historical documentaries. Past and present are interwoven even more inextricably in other shots: for instance when a slow zoom into a window of a present day town hall dissolves into a reconstruction of the meeting held therein in the 1830s. In themselves these devices are simply examples of the producer's vocabulary, but by isolating them, and discussing their function within the programme with pupils, the constructed nature of all "evidence" offered by television programmes becomes much more apparent.

Statistical "evidence" has made a great impact on history teaching in recent years. Pupils are actively encouraged to draw conclusions based on accurate records and other primary evidence. However, television is no less creative in its use of statistics than many other organizations. One of the pictures in this programme shows black dots progressively and dramatically overlaid on a (presumably) contemporary map, as the narrator tells of the remorseless spread of the disease.

However, no indication is given of the statistical significance of the rapidly superimposed dots, since we are not told what each dot represents. Although the impression given is that of statistical accuracy, it is difficult to

know what each dot represents. Although the impression given is that of statistical accuracy, it is difficult to

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3 Modern treatment of cholera

see what pupils are supposed to do with information presented in this way.

The narration draws attention to the modern treatment of cholera. (See picture 3.) Unfortunately, the use of black and white still of an Asian woman with child cholera victims to accompany this narration is all too other black and white stills which is that of "the ignorant and primitive past". During the reconstructed scene of the meeting of the Board of Health, two doctors argue over the way the disease is transmitted. They are agreed, however, that it is spread by "filth and squalor". A teacher might well discuss with her pupils the often realized power of images selected as "simple examples".

When historical evidence is presented as a component of a television programme, it becomes something different; it becomes a piece of material, one of many threads forming a cloth of a very different shape to that of any of its constituent parts. As such, irrespective of the original veracity of the "evidence" presented within the programme, all "historical" television programmes, whether or not they are described as "documentaries", might be more comfortably accommodated alongside historical novels. Rather than functioning as an objective collector and presenter of a range of sources of evidence, television reconstructs and re-presents historical evidence.

Television is an entertaining and informative medium, and it will continue to be used as a valuable resource in the classroom. However, it should not be unique among the array of evidential sources deployed by the history teacher in being consistently exempt from critical scrutiny.

We hope that the approach briefly outlined here may be useful to the history teacher who is aware of the need to look at television more critically, but who has perhaps been wary of a "point of entry".

Roy Twitchin is research officer of the Children's Understanding of Television Project, NFER. Michael Reece is head of department of history and social science, Havant School, ILEA.

Beef and barbed wire

The American West 1840-1895. By R A Rees and S J Styles. Longman £3.95. 0 582 223970. The American West. By Jennifer and Basil Blackwell £2.45. 0 631 90024 1. The USA in the Twentieth Century. By Andrew Reid. Heinemann Educational £3.25. 0 435 31735 0.

Longman's *The American West* is written specifically for the *Enquiry in Depth* section of syllabuses based on the Schools History 13-16 Project, and so, presumably, since its approach and contents are so similar, is Basil Blackwell's. Both of them move from Plains Indians and the buffalo, through Mormons and Manifest Destiny, fortune hunters, gold miners and homesteaders, to beef and barbed wire, ultimately, inexorably, inevitably, to genocide. The Indians thought buffalo grew out of the ground, so plentiful were they, but they couldn't understand why Americans shot them and left them on the ground to rot. The Americans' reason wasn't horns or hides, of course, but to solve "the Indian problem". The blow dealt by the extermination of the buffalo was more mortal than defeat at Wounded Knee. The story is discreditable but predicable; the story of a fundamental

clash between farmers and hunters and all that entails in terms of relationships with nature, and attitudes to settlement, property and power. It's told in the poignant and bleak of Sitting Bull, Geronimo and Black Elk, as well as those of American travellers, pioneers and soldiers. Both books contain contemporary cartoons and photographs, and source-based exercises.

The difference between them is length, and consequently depth of treatment. The Longman book has 128 pages, at something over 3p a page. Blackwell has 64, at just under 4p a page. They're both excellent. It would be pointless to buy both, but the choice between them is a hard one.

The USA in the Twentieth Century takes the story further, but it's a book in which America's native inhabitants no longer feature. Settlement and property won out over life in a narrow balance, as it had to do through the sheer force of numbers of immigrants pouring into America. This is a book for OGCSE written in a simple and straightforward style, its exercises offering comprehension of the texts more than the ability to evaluate sources. This will be very welcome where, as matter what GCSE examines, the more some candidates find it hard to write anything but the most basic writing.

Jessica Stang

EXTRA

If we neglect American history we 'make fools of our ancestors'

The nation and the States

RHODRI JEFFREYS-JONES

Mr John Wood, a teacher at Jedburgh High School in the Scottish Borders, recently observed that "the occasions when pupils can opt for some form of American history in Scottish schools are so few as to be statistically insignificant". He attributed this deficiency to a "marked bias in favour of 'useful' science subjects as opposed to the arts" which has always characterized the Scottish education system.

Is American history just another useless arts subject, doomed to justifiable neglect in England as well as in Scotland? If this is the prognosis, it nicks fools of our ancestors. In the 1890s, Derby's MP, Samuel Plimsoll, launched an enquiry into the teaching of American history in elementary schools. In 1941, Duff Cooper, the Minister of Information, called for an urgent expansion of US history in secondary schools. Thanks to such efforts, American history components have gradually become a familiar sight at every level of British education.

Political utilitarianism lay at the root of the drive for expansion. The crusading Plimsoll (he gave us the Lina) wanted to eliminate anti-American bias from school textbooks because he favoured Anglo-American co-operation. The 1941 Cabinet aimed to foster "mutual understanding between our two democracies" in order to win the people's war. The present government's Dr Rhodes Boyson has welcomed post-war expansion of American history because "Anglo-American relations have benefited enormously as a result".

American history, in short, has often been seen as useful propaganda. If it is vulnerable as a discipline, its vulnerability may well be connected with this fact. For the emphasis in propaganda can change. Indifference to the US, stemming from our Common Market membership, or anti-Americanism arising from unilateralist and other sentiments, may well erode support for the teaching of American history. From a different perspective, those purists who wish to strip history of its "relevance" may revive the early 19th-century academic aversion to all things transatlantic.

Pessimism has in recent years settled upon the American studies profession. Staffing cutbacks have occurred, and the American options available to pupils have contracted. Under its chairman Professor Howard Temperley, the British Association for American Studies has formed an American Studies Defence Committee, and in February this year Sir Peter Swinnerton-Dyer of the University Grants Committee singled out the field as one needing and meriting protection at the university level. In the meantime, Mr Chris Mante, a teacher at the Clesslyn Hey High School in Walsall, has completed a review of the examination boards' new GCSE curricula. His review suggests that American history provision at the schools level will be patchy in the future, unless a complementary measure of protection is afforded.

Uptake figures for the period since 1982 suggest, however, that there is a need to qualify despair with hope, while also making regional distinctions. Nine of the 10 British examining boards have supplied me with uptake figures (the tenth, the Northern Ire-

land Board, will be offering a GCSE American history module, but sent no historical uptake data). Amid the statistical shambles which British educational pragmatism has produced, it is possible to discern at least one geographic tendency, thanks to the existence of separate examination procedures for Scotland and Wales.

In Wales American history attracts small numbers which are declining for all courses. In Scotland, the O level American history course has been the least popular of four options on offer under the "Alternative" scheme; the Scottish Sixth Year Studies option is the third most popular out of 10, coming in far behind the study of the Soviet Union.

That class has entered the classroom might be one inference to be drawn from the anti-American tendency in the Celtic-socialist areas of Britain; in a complementary development, the present government's discouragement of Soviet studies and encouragement of US subjects appear to have met with greater success in relatively conservative England. One could query both the study of America in England and the study of Russia in Scotland on the utilitarian ground that one must know

one's potential enemies, as well as one's presumed friends.

Scrutiny of the examination-board returns in one way confirms the fears of those who, even in England, lament American history's minor contribution to a general history curriculum of dwindling popularity. American history is the least popular O level area option in the case of the University of London Board; over the years, only about 2 per cent of the history candidates take up the Oxford and Cambridge Board A level American option; O level American history candidates have been low at the Oxford Delegacy, and have ceased altogether in the case of the Bristol-based Southern Universities' Joint Board.

In another way, however, the figures are less depressing. Take, for example, the Osbridge Board's O level American history uptake - it comprises a steady 10 to 11 per cent of all history candidates. Can there be any one country outside the British Isles which secures so much attention? It is only when one compares the US uptake with the continent of Europe that the state of American history appears weak.

Even more encouraging is the fact



Sitting Bull, chief of the Sioux. Pupils say that American history "helps them make sense of the world's problems and understand America and its stuff on TV"

that American history uptake in Britain as a whole is slightly increasing. This is a strong showing in the light of the uptake decline for history in general. In the striking case of entries for the University of Cambridge Local Examinations Syndicate papers, the number of candidates of the O level post-Versailles world (inclusive of American) affairs course has in recent years held steady at around 4,750. The modern British history equivalent has slumped by 26 per cent. The Syndicate's overall A level history entries have declined by 22 per cent since 1982, while in the same period American history candidates have risen by over 50 per cent.

Such figures do not, in themselves, confirm the usefulness of studying American history. To some extent, they reflect political bias, linguistic incoherence, and a distressingly widespread inclination to watch just television of US provenance. Yet some teachers are convinced of the usefulness of the field. Ms Angela Gibson, for instance, head of history at Penwortham Girls' High School, Preston, indicates that this may also be the view of the consumer: her sixth-form pupils "mostly like it! They say it helps them make sense of the news, the world's problems [and] understand America and its stuff on TV".

The dictates of "relevance" and the need to see through the images on the box both help to explain why teachers and pupils opt for American history. If freedom of choice is as important a consideration in educational matters as many consider it to be in the economic and political spheres, then these preferences matter. Nor is this to ignore those who believe that educational subject matter should be selected solely for its intellectual challenge to the student. That challenge is to be found in abundance in writings on American history.

With the exceptions of Wales and Scotland, there is widespread interest in American history and faith in its usefulness. The problems confronting its teachers are not to do with its raison d'être, but with increasing an outlook which is neither anti-American, nor unduly receptive to those US national biases which, naturally enough, permeate American books and media productions. The problems are also, and above all, to do with resourcing.

Rhodri Jeffreys-Jones is senior lecturer in history at Edinburgh University.

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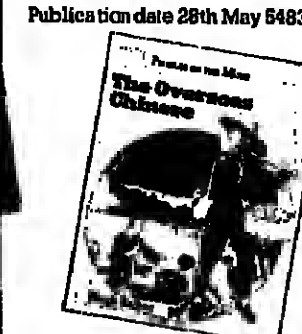


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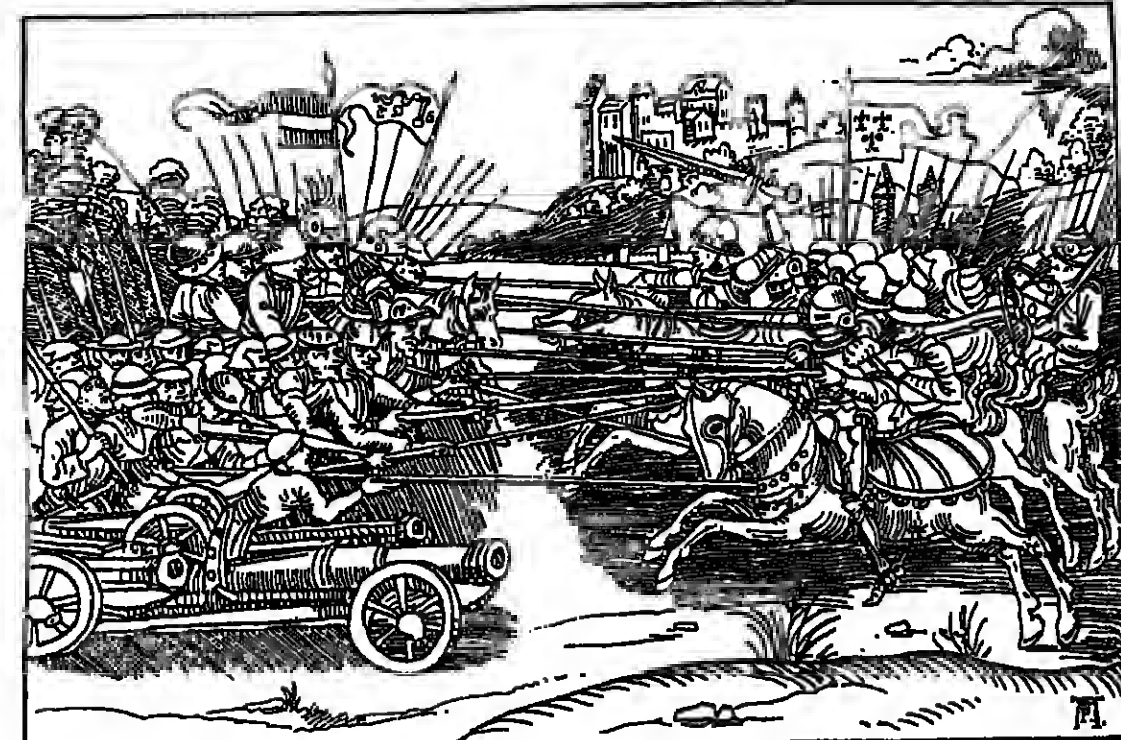
May God forgive the Tudor family for what they have done to English history! Two years ago, we all dutifully cheered to celebrate Bosworth, "the final battle in the Wars of the Roses" as every schoolboy knows. Tiptoeing in its wake comes the 5th century of Stoke Field, which falls on June 16 this year. Stoke, which few people know anything about, since it is surely the most under-reported event of the millennium. The Tudors saw to that.

Motives? Oh yes, the first Tudor certainly had that. He had ended up with egg all over his royal face, the butt of ridicule, all but destroyed by a younger man masquerading as the "rightful" King Edward VI. The Yorkist plot was simple in concept, impossible to repeat in modern times yet made feasible by the absence of television's probing eye. Rumours, carefully leaked, began to spread in the last days of 1486 when the new monarch was scarcely settled in, continuing until the fierce encounter at Stoke Field.

Past generations have been duped, the victims of mis-teaching, fed with an accepted party-line which has conditioned the whole nation. History - with a capital H - has always been dominated in our educational system by the Tudors. Oddly, we never learnt all that much about Henry VII and there has always been this tendency to dismiss him as the dullest of his dynasty. We learnt that after Bosworth, Henry married Elizabeth of York, everyone married everyone else, peace reigned supreme and all was well with the world. This is not so much an over-simplification as a gross distortion.

A disaffected priest, known for his Yorkist sympathies, had bitterly waved goodbye to his career prospects. The Tudor usurper had made sure he had every possible challenger under lock and key. What if, during rescue were to take place? Difficult, decided Richard Symonds, the priest. Still, who could argue if someone pretended to be an escaped prince of the House of York? Certainly, Henry VII would be hard put to deny it. Who would believe him?

Symonds, planning to coach some presentable child to impersonate the younger of the Princes in the Tower, had one particular boy in mind. It was Lambert Simnel, 10-year-old son of an Oxford artisan, a boy with all the



The legacy of Tudor propaganda

Battle for the truth

ALAN WILKINSON

graces despite his lowly birth. Thus was born the Lambert Simnel plot, little more than a prank that got out of control as the day-dreaming became increasingly serious.

Assorted Yorkist fugitives in their safe houses were brought into the project, embellishing the plot with fresh ideas, chiefly to give the young prodigy a new identity. Edward Earl of Warwick, the son of Clarence, the rumours gathered momentum and when the King perished the real Warwick before the people of London it was seen by many as an act of desperation.

Margaret of Burgundy, as senior survivor of the House of York, gave credence to the Simnel pretensions by declaring him as her nephew, although it was another nephew, John Earl of Lincoln, who was earmarked for Henry's replacement on the throne. There can be little doubt that if the plot had succeeded, young Lambert Simnel would have been disposed of as an embarrassment.

After careful coaching, the boy was whisked across to the Irish Pale, ever a hotbed of Yorkist support, being crowned in Dublin on Whit Sunday using a coronet taken from a statuette of the Madonna. It was a moment of great triumph, with the lad being carried shoulder high by the exuberant Irish.

To make a serious bid for the crown, the challengers needed a firm profes-

sional backbone and they got it. As the Duchess Margaret's son-in-law, the Emperor Maximilian owed her a favour or two. At her request, he loaned her 2,000 mercenaries under the command of the redoubtable Martin Schwartz, men who were much more experienced in warfare than



Henry VII, creator of the Tudor myth

anything Henry VII could put into the field.

As Clarence's supposed son, the Irish took young Lambert to their hearts and were eager to lend their weight to support the Yorkist bid. A large fleet carried the force across the sea to the mainland, disembarking at the official record tells us, at Fouldrey

on the coast of Lancashire.

Since historians have no idea where this Fouldrey is, they are content to present it as a bald fact. But I know. It is called Piel today and I was born and raised on the neighbouring island of Walney. In my education at Barrow Grammar School, no one had ever told me that the last invasion of England had in fact taken place at our home town. Instead, our history had come from dull "approved" textbooks. They called that education, without recourse to the Trades Descriptions Act. The "two nations" syndrome existed 500 years ago, as now, the north being in favour of the House of York. Accordingly, the Earls led their army through the north on a recruiting trip, crossing the Pennines to Mashem, pulling the fear of God into the position of Lancashire York and actually drawing first blood in a night encounter at Tadcaster, another battle that is never mentioned today.

South into Nottinghamshire they marched, finding the Trent and taking up position on top of an escarpment at the village of East Stoke, outside Newark. This has to be mentioned, since so many "authorities" have located the battle in the Potteries.

There is not a lot that can be learnt about the battle which ensued. The King's herald, in an account that did full justice to the trivialities of the march from Kenilworth, dismisses the course of the battle in just one sent-

ence. We know, then, that it lasted for three hours before noon on that warm Saturday. Credit is also given to the excellence of Schwartz and his mercenaries.

Without noble Bedford, Henry's army would have been crushed. Finally, the White Rose house collapsed like a pack of cards. In the general flight to reach the river, hundreds perished in a ravine still known as the Red Gutter. Stoke Field is a site which all history teachers should be compelled to visit, yet it is known to very few, even in Nottinghamshire.

This is a battle which the shake-up king badly wanted to forget, which is why it has always been played down, with attention diverted to the glory of Bosworth, even though the death toll at Stoke must have been seven or eight times that at Ambion Hill. The opportunity soon presented itself, for Henry controlled the new technology (printing). An Italian named Polydore Vergil was brought in court and invited by Henry himself to write a history of England. Vergil was "set up" just as surely as Lambert Simnel had been. Thus was born the Tudor myth, the beginnings of political propaganda.

Henry's marriage to Elizabeth of York, far from uniting the nation, caused enger because he would not have her crowned Queen. Far from being in control of the deteriorating situation, he was taken by surprise due to the invasion via his back door. Stoke was anything but a minor skirmish. Apart from the dead, Henry knighted more than 50 of his best captains on the battlefield, surely token of his great relief. And what of the Yorkists? supposedly rag-tag army? It had come perilously close to victory, thanks to superior artillery.

While it suited the Tudor purpose to depict the enemy as foreign invaders, it was patently absurd to pretend that loyal English lords would not join them in their cause. In a sense, this was ballad-making by the king. It angered me, personally, to think that the men of Furness, along with thousands of northerners, fought and died at Stoke Field and yet their very presence is expunged from the record. Henry Tudor gave no thought to the messenger who rode through the night to bear tidings to news-hungry York, or that his tale would be taken down in the city archives, giving the lie to much of what Vergil wrote.

For 500 years, English children have been mis-taught and denied their true heritage. Either we settle for the safe option and maintain the status quo, simply to save printing costs, or we set out the mess we're in. If the "sell" south wants to go on hoovering history, why should we be denied our heritage. But the clearest north must ensure that beneath the book beyond Polydore Vergil for the truth and teach our history.

Adapted by Alan Wilkinson from his book *The Secret Battle*, to be published later this month by Mids of Nottingham, 20 Fletcher Gate, Nottingham NG1 2F2 at £7.50.

Ways to war

Twentieth Century World in Focus: The Road to Sarajevo. 0 333 43825 6. The Path to Destruction. 43826 4. By Harry Mills. Macmillan, £2.95 each.

The First World War. Compiled by Margaret Sanderson. HMSO £3.50. 0 11 493339.

It's still not easy to find GCSE materials suitable for the lower end of the ability range, particularly where the subject matter itself is difficult or complicated. Harry Mills' books on the origins of the two world wars are two considerations. Although they are largely just extracts from his *Twentieth Century World in Focus*, slightly simplified in places. The approach is source-based, and so are the suggested exercises which make up a sizeable proportion of the text. Mr Mills includes all the usual documents, maps and statistics, and, though more and more *Punch* back numbers are familiar as GCSE materials proliferate, some less well-known cartoons. There's the goose-stepping Goosey Gander, for instance, Pax Germanica olive leaf-bellied heavy arm and ammunition, waddering "only through the Rhineland". *Pax Russiae* a blundering, *Pax Russiae* a blundering.

Somehow, though, the *Twentieth Century World in Focus* is a more useful book. It is a pity that misprints such as "Blitzkrieg" and "Barbarossa" couldn't be avoided, and surely a "Diktat" isn't just a "peace settlement imposed on the loser by a victorious nation following a war", as the glossary would have it? *The Road to Sarajevo* seems to have avoided such errors more successfully, and doesn't appear so crowded - perhaps the road to Sarajevo was clearer than the overgrown path to destruction in the Second World War.

Crucial as we are for suggested GCSE exercises, sometimes it's also refreshing to find material which comes on its own, neat. The Scottish Office has produced a collection from its archives on the First World War, whose size and clarity make them particularly valuable for source-based work. There are facsimile reproductions of the trenches, lavishly reproduced posters, photographs of women workers at the Home Front, and a photo of a U-boat at sea with German sailors standing on it so close you can see the expression in their eyes. Many of these will catch the interest, and stimulate discussion, in the classroom.

Living through History series: Radicals, Railways and Reform: Britain 1815-51. By Richard James. 0 7134 5264 1. The Scramble for Africa. By Trevor Rowell. 5200 5. The Edwardian Era. By Geoffrey Trease. 4915 5. The Roaring Twenties. By Graham Mitchell. 5201 3. Batsford £7.95 each.

Capitalizing on the realization that students are, on the whole, more interested in people than in ideas - and are, therefore, best led to ideas through people - the Living Through History series (designed particularly for GCSE purposes) presents topics or periods through the medium of personality. Brief biographies of, in each case, a dozen or more key figures are drawn into a common focus by a unifying introduction and amplified by other more general material. *Radicals, Railways and Reform* is a good example. The *Edwardian Era* (in the hands of the versatile Geoffrey Trease) is a particularly brilliant and heady cocktail.

GCSE history and the slower learners

Welsh alternative

Many history teachers will have been alarmed when they looked at their GCSE specimen papers. Was it really the examination that, according to the National Criteria, will be designed not for any particular proportion of the ability range, but for all candidates whatever their ability relative to other candidates? ... the specimen papers that have so far appeared are appropriate for the more able pupils. (*Classroom History* Vol. 1, October 1986.)

In July 1986 a seminar paper entitled "History and the Slower Learner at 164" was delivered at the annual conference of the Association of History Teachers in Wales. Very similar sentiments in those in the quotation were expressed. It was also feared that the decision to take GCSE down to 90 per cent of the ability range threatened the continued existence of a worthwhile alternative course for the slower learners. A WJEC certificate course for pupils who did not find the traditional examination courses appropriate in their needs.

During the first term of GCSE teaching the fears expressed in *Classroom History*, Vol. 1 have been consistently reinforced through classroom experience. Meetings with other teachers and by the contents of textbooks specifically written for GCSE courses. At present GCSE history appears to be most appropriate for the more able, former O level pupils. In Wales the WJEC Certificate of Education is beginning to find a new relevance. Enquiries abound from teachers whose pupils are struggling with the GCSE syllabus.

It is not the intention of this article to run-down GCSE courses, but to propose strategies that will try to help classroom teachers overcome the current problems posed. It is accepted that the aim of providing one course for 90 per cent of our pupils is a laudable objective, especially when coupled with the assessment philosophy of encouraging all pupils to demonstrate "what they know, understand and can do". At present, however, there can be little doubt that theory and practice are scarcely compatible.

Strategy should be twofold. First, it should not be accepted that GCSE courses should be rigid new orthodoxies. Teachers have a role to play in ensuring that many of the current GCSE courses are made more applicable to a wider ability range. Second, there remains a responsibility to pupils at the lower end of the ability range to provide worthwhile educational experiences to meet their needs. There are some who argue that it was never the intention to teach GCSE courses to 90 per cent of the ability range at this stage, but that in the long term 90 per cent of the pupils should be capable of achieving standards now attained by our top 60 per cent. This seems more

STUART BROOMFIELD

realistic, but if it is the case then alternative courses are required as bridges to the GCSE courses.

It is necessary to examine how present GCSE courses can be adapted to meet the needs of the slower learner. At the root of the issue is the question of language capabilities, especially reading levels. This is complicated in two main areas - the phrasing and structure of questions asked, and the use of evidence.

According to the SEC booklet on GCSE history, the favoured form of assessment is the "stepped question". These should be structured in such a way as to enable all pupils to produce some degree of knowledge and understanding. Unfortunately for many pupils, the confusion arises when they cannot understand the phrasing and the meaning of the question. What is revealed is their level of literacy, not their assimilation of historical skills.

A further problem arises from the recognition that the use of evidence is central to history teaching. Evidence-based questions, rightly provide the basis of most examination papers to be introduced with GCSE. As yet, however, there seems to be no clear policy on the extent that it is legitimate in linker with written evidence in order to make the sense accessible in a wide ability range of pupils. The current emphasis on 20th-century history increases the problem. Most political speeches require a high level of reading ability and complicated political terms are often difficult to simplify for pupils.

One means of circumventing the problem of reading levels is to assess orally. As far as I am aware the WJEC is the only examination board that has taken a step along this road by introducing an oral as part of their course-work assessment. Experience of an oral examination which comprises part of the WJEC Certificate of Education assessment has shown that many pupils reveal a degree of knowledge unlikely to have been ascertained on a traditional written paper. Oral work is now a vital part of procedures for English GCSE and it would seem natural that it should be used in most other disciplines, especially one so closely concerned with the use of language as history.

It is vital that classroom teachers in England and Wales convey their experience, concerns and views to the examination boards at this early stage. A conference of the Association of History Teachers in Wales on February 28th this year specifically on the new WJEC Modular Scheme was able to generate a substantial degree of feedback to the Board based on teachers' classroom experience, and there are clear indications that the sample papers initially distributed will be changed in the light of teacher

comment. The exchange of views in a constructive manner is highly encouraging, but the fact still remains that it will be some time before the GCSE courses and examination papers are suitable for the wide range of ability desired by the Secretary of State for Education. In Wales it is fortunate that there is already in existence an examination geared to meet the needs of the bottom 40 per cent of the ability range - the WJEC Certificate of Education.

The history component is entitled "Contemporary Society - Wales in the Twentieth Century World". The course is based around four booklets which include aspects of local, national and international history. The emphasis of the course is on pupils relating their own experiences to those of people in the past. The course is assessed primarily by continuous assessment plus a final oral examination.

Although there are weaknesses in both course books and in the assessment, a serious effort has nevertheless been made to meet the needs of the slower learner and enthusiastic responses have come from teachers and pupils. The scheme has been instrumental in generating useful resource materials and has provided teachers who often merely "child-mind" non-examine classes with a reasonably structured course. Many pupils currently floundering with the new GCSE course would gain a more rewarding educational experience following this course.

The WJEC Certificate's adoption in many schools in Wales has meant that the lower end of the ability range have the opportunity to demonstrate what they know, understand and can do. Unfortunately there are some heads and administrators who rigidly insist that GCSE be taught to 90 per cent of the ability range and the frustration of teachers in this dilemma was clearly shown at the AHTW day school on February 28th. The adoption of GCSE to be more suitable across a wide ability range will take some time. Clear policy statements are needed from the DES and the Welsh Office on exactly which categories of pupils GCSE is intended for. If it is 90 per cent now, then the SEC needs to start its work all over again and review the syllabuses with reference to the slower learner. If it is 90 per cent in the long term, proposals about teaching the slower learner in the meantime are needed.

In Wales it was fortunate that an alternative course was in existence although this was largely accidental. As far as GCSE is concerned, the slower learners in our schools can be termed "history's forgotten children", as very little serious consideration appears to have been given to their requirements.

Dr Stuart Broomfield is head of history at St Cyprian's Comprehensive School, Caerphilly.

Edwardian cocktail

Living through History series: Radicals, Railways and Reform: Britain 1815-51. By Richard James. 0 7134 5264 1. The Scramble for Africa. By Trevor Rowell. 5200 5. The Edwardian Era. By Geoffrey Trease. 4915 5. The Roaring Twenties. By Graham Mitchell. 5201 3. Batsford £7.95 each.

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George Bernard Shaw

closer examination by the very reasonable degree of inclusiveness that the careful selection and balancing of personalities manages to achieve. An example. The *Edwardian Era* (in the hands of the versatile Geoffrey Trease) is a particularly brilliant and heady cocktail through Trease's delightful taste of

young people) is represented by Arthur, Balfour, Edward Elgar, Rudyard Kipling, Admiral Jackie Fisher, Jack London, K. H. Hardie, Lloyd George, H. G. Wells, G. B. Shaw, Mervyn Ashurst, Ottoline Morrell and Sylvia Pankhurst. Most of these stars have their own little attendant galaxies so that the range of representative celebrities is in fact fairly wide. David Mitchell's constellation of Twentieth personalities mixing such quintessential Bright Young Things as Brian Howard and Nancy Cunard with Marie Stopes and that most puritanical of Home secretaries, Sir William Joynton-Hicks (or "Jix"), constitutes a particularly brilliant and heady cocktail.

The books are illustrated verbally by many lively quotations from contemporary sources - and pictorially by numerous, mostly unacknowledged prints, photos and cartoons. All this material is very attractively presented and those who cannot find interest and stimulus in it must indeed be hard to please.

Martin Fagg

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EXTRA

Survival or training?

Leap in the dark

The day before teaching practice was the worst day I've spent for years. I was miserable. Such a sentiment is not untypical of the majority of the postgraduate trainees who are following in our "Training of History Teachers" research project. Teaching practice is the great unknown, the testing point of the course, the moment when idealism, commitment and enthusiasm must be turned into the hard currency of classroom practice.

MARTIN BOOTH
GWENIFER SHAWYER
RICHARD BROWN

It is the bridging of this gap between theory and practice that so many students find difficult when facing the hurly-burly of their teaching practice schools. Some tend to revert to the traditional patterns of teaching that they experienced as pupils (our research shows that the vast majority of the 1986 intake had been taught history at school in a limited, didactic way). Others, developing children's historical thinking can fly out of the window; survival becomes the name of the game.

Why should this be so, now that our training institutions are so committed to the marriage of theory and practice? The tutors are anxious that their courses must be concerned with giving students both a theoretical understanding of the nature and progress of children's historical thinking and the teaching strategies by which such thinking can be developed in the classroom; and our observation of institution-directed sessions shows how successfully the tutors combine the two.

Typical, for example, of history methods work in the first term of the course at one institution was a Wednesday spent working in a large comprehensive school. The course tutor was with his six students. Together they had prepared materials for work with both an able and less able third year class on the causes of the First World War. Group work was

organized, the students shared responsibility for the teaching and afterwards were able to evaluate the lesson both in terms of the levels of understanding the children had shown and the more immediate practicalities of classroom control and management. The course tutor was with the students throughout the process of planning, executing and evaluating, not as judge or assessor but as someone who was part of the team. *Primum inter pares*, these to encourage the reflection on theory and its relationships to practice.

The school history teachers who are mainly responsible for the students during their teaching practice see their role in a rather different light. Their goals are more limited:

"I have got no doubt that students cover the subject academically; what I do doubt is their ability to manage a class. . . I'm more interested in the management of a class than the content. . . I mainly see my part of the process as giving the students a bit of practical help, making sure that they do the nitty-gritty correctly. . . I certainly don't believe in imposing any philosophy of my own on the students. . . I see it more as a kind of 'well that is not going to work is it?' or 'you made a real mess of that - particular lesson because of a, b or c'. I suppose ideally I think the job of actually tutoring should be done in schools rather than training institutions; the tutors would be step forward in training teachers."

This head of department's comment underlines a widespread feeling that it is only the teacher at the "chalk face" who can effectively help the student - and that the teacher-supervisor's main task is to teach the craft of classroom

management. Most school supervisors have little idea of what the training institution has actually done or how they can build on the experiences so as to develop the student teacher's skills and understanding. As one head of department said: "I have no idea at all what the training institution tutor's views on the teaching of history are. . . The comment which followed relegated the training institution to the realm of impractical idealism: 'when I was doing the education degree I had this idea that it's all very nice what they are saying but to translate that into teaching 42X might not work. . . The implication was clear: the student could forget what he had learned at the training institution, theory had little or nothing to say to practice."

With such misunderstanding about the role and aim of the training institution it is hard to see how the new insistence by the DES on partnership with schools is to become a reality. Of course institution lecturers are going into schools as teachers for short periods to get their "recent and relevant experience"; of course senior teachers are sitting on the new professional committees which are planning the initial teacher education courses; of course teachers are involved in interviewing and selecting candidates. But all this will remain so much window dressing unless certain other changes take place.

First, the training institutions must encourage more dialogue between themselves and the schools. Tutors must be aware of the extent to which school history departments are concerned themselves with the development of children's historical thinking, heads of department must be clear about the purpose and extent of the training the student has so far received.

Second, school history teachers need far more guidance about how the student should be supervised. There is a tacit assumption that supervision is something any teacher can do: All the student needs is a sympathetic ear, a shoulder to cry on and a few "tips for teachers". We are convinced that teachers need structured, subject-specific strategies to help them develop their students' (and, dare we say it, their own) teaching skills. Of course history teaching requires good classroom management strategies but these are only the means, not the end - teaching history. Training that remains at this level is merely giving the student a survival kit. Helping students to become reflective practitioners who are able to marry theory and practice is as much the responsibility of the supervising teachers as of the tutors.

We envisage here schools and training institutions together developing a series of exercises which will help the supervising history teacher to form an effective partnership not only with the institution but with the student in a triangular relationship in which each could see the value and purpose of what the other is doing. Such exercises would focus on aspects of teaching history. For example, an empathy exercise would help supervisor and student focus on the historical problem to be understood, the materials to be used and the possible range of outcomes in terms of expected pupil-learning. It would also help the supervisor to evaluate the student on both theory and practice, once the lesson had been given.

All this, of course, presupposes a third factor, a vital prerequisite for creating effective partnership: the time and incentive to realize these goals. Initial Training at the moment is pretty low on the school teachers' agendas, pressed as they are by the demands of GCSE, TVEI, profiling and all the other initiatives being thrust on schools. Unless head teachers and local authorities recognize and make allowance in terms of timetable and salary for the crucial role that school teachers must play in initial training, all the exhortations of DES circulars and the efforts of training institutions will remain so much pie in the sky. Training will remain at the level it is at the moment: a recipe for survival.

Martin Booth, Gwenifer Shawyer and Richard Brown are members of the ESRC Project Training of History Teachers, University of Cambridge Dept. of Education.

Is it possible to examine empathy?

Feeling doubtful

ANN LOW-BEER

Can you empathize? Faced with a question which begins "You are Joseph Chamberlain. . ." (worth 25 marks), I have difficulty. Even the ones which start "You are an active suffragette. . ." does not tempt me. Yet I have shared Pugh's experience of "walking gaily along wondering what everybody else was doing, and what it felt like being somebody else". And if I were given the testimony of a real suffragette, her words and experience, I might feel more than wonder. Is this empathy, and can it be done with Joseph Chamberlain for examinations?

There is a widespread assumption that the new GCSE examinations require all pupils "to exercise powers of empathy" (Objective 4, Associated Examining Board). Merely, the authors of the National Curriculum wisely eschewed use of the word empathy. The relevant objective is that: "All candidates will be expected to show an ability to look at events and issues from the perspective of people in the past."

My understanding of empathy has been focused by a recent booklet, widely recommended and produced by the Southern Region Examining Board on *Empathy in History*. This does not reassure me that the concept is properly understood, that it should be taught, or that the criteria for assessing it have any validity. That eight different authors contributed to the booklet may account for some of the confusion, but the resulting muddle suggests more serious flaws, to be multiplied across the country by 1988.

The term "empathy" has only come into use quite recently and derives especially from some work of the Schools History Project. It is not true that "volumes have been written on the nature of historical empathy" (SREB p. 61). One major article by D. Shonit is remarkably opaque, and I find the "Desiderata for teaching and assessing empathy" unintelligible. It is seriously misleading to suggest that empathy is a concept "as central to history as are subtraction and multiplication in mathematics" (SREB p. 10). If empathy is an historical concept it does not function like these mathematical comparisons.

Historians discuss *imagination*. It is symptomatic that much of what is said about empathy derives from a well-known passage in which Collingwood explores imagination in history. His views apply best, perhaps, to historical biography. The influence, and the limits of this view are well put in a recent discussion emphasizing that the perspective of the time for historical understanding (p. 12). *The Pursuit of History* by J. Tosh [Longman].

Imagination is a central feature of human thought which in history is often taken to include empathy. But it has much wider functions encompassing: 1) interpretive thought; 2) thought about practical situations history. For example, an empathy exercise would help supervisor and student focus on the historical problem to be understood, the materials to be used and the possible range of outcomes in terms of expected pupil-learning. It would also help the supervisor to evaluate the student on both theory and practice, once the lesson had been given.

All this, of course, presupposes a third factor, a vital prerequisite for creating effective partnership: the time and incentive to realize these goals. Initial Training at the moment is pretty low on the school teachers' agendas, pressed as they are by the demands of GCSE, TVEI, profiling and all the other initiatives being thrust on schools. Unless head teachers and local authorities recognize and make allowance in terms of timetable and salary for the crucial role that school teachers must play in initial training, all the exhortations of DES circulars and the efforts of training institutions will remain so much pie in the sky. Training will remain at the level it is at the moment: a recipe for survival.

Martin Booth, Gwenifer Shawyer and Richard Brown are members of the ESRC Project Training of History Teachers, University of Cambridge Dept. of Education.

Asken as the realization that people at the time in question did have feelings. . . (SREB p. 42).

However, actual knowledge about how people felt does not necessarily lead to empathy. "Knowing what life was like in the trenches and being able to describe conditions is not the same as empathizing with the soldiers. . ." (SREB p. 11). This leads readily to the feelings of the historical person with whom they must empathize: "What do you think Elizabeth Whiting would have felt?" (SREB p. 56). Despite this freedom it seems that "empathetic material could be taught rote-learned and re-gurgitated" (SREB p. 45).

The ultimate extension of all this is that pupils must empathize with fictional characters who are given proper individualized names and context (SREB p. 23). In this instance the Holocaust is replayed through invented families but many schools have other examples. The exercise becomes one of inventing the feelings of fictional characters with whom empathy is required.

In the SREB booklet, and elsewhere, an underlying assumption is that "empathy" is always a "good thing". This needs questioning. Sample 6 (SREB p. 38), provides an instance of an exercise which focuses on the feelings of an Elizabethan lawyer who in 1583: "had his right hand cut off with a cleaver driven by a mallet, upon a scaffold in the market place at Westminster". This is a very teacher-controlled "slot-machine" exercise in which information is given to pupils in snippets and they are required (forced?) to respond to each bit. The emotions aroused are not always predictable and might be both harmful and very genuine.

How then is "genuine" empathy to be examined? The model offered here is that there are five stages in the development of empathetic thinking. There is a "suggested hierarchy" from which it is possible "to define levels of empathetic response for assessment purposes" (SREB p. 41), which can be used as the basis on which to construct the mark-scheme. Has this hierarchy, derived from work in the Schools History Project, been tested by any other, more sceptical, group of examiners? Do the levels relate to the amount or kind of information pupils were given?

It is particularly difficult to accept that "stereotyped" and "differentiated" empathy are in a developmental hierarchical relationship. Should pupils be taught about this difference? There is some suggestion that the required hierarchy of levels only occurs if pupils are not told that "differentiated empathy" is the higher level: "these levels of thinking can be recognized. . . where the required response has not been taught in advance." (SREB p. 13). In assessing "events and issues from the perspective of people in the past" it might well be of crucial importance to know something both of the stereotype of the time and of the individual views, to discern what is a typical or an unusual response in a particular period. Historians do this with or without empathy.

But then historians, who create "history", have been neglected in most of the discussion of empathy in schools. Indeed the SREB booklet suggests on the first page that history is impossible: "Even the most objective of facts such as an ancient eclipse of the sun depends for its historical meaning on the perceptions of the people of the time. . . We cannot rely on inferences about it based on our own 20th century perceptions." This amazing statement ought to signal clearly to everyone involved that pursuit of "empathy" for examinations leads us straight through the looking-glass. I am practising empathy with Joseph Chamberlain in order to get those 25 marks, but I know it is not genuine and wonder if it is history.

I D Shonit: Beauty and the Philosophy: Empathy in History and Classroom, *Learning History*, Heinemann, 1984.

Ann Low-Beer is a lecturer in the School of Education, University of Bristol.

Commercial Subjects

Scale 1 Posts

DORSET
POOLE GRAMMAR SCHOOL
Conway Road, Poole, Dorset, BH12 1JH
Required for September 1987. Teacher to teach English, Mathematics and Computing. Further details and application form available from the Headmaster. Closing date 15th May. 135185

DORSET
The Authority proposes to appoint a full-time permanent teacher for the first year will be attached to particular secondary schools to replace teachers seconded to serve the County's Advanced Unit to stand the implementation of the new syllabus. The following are invited to apply: Science (Specialist) Physics, Chemistry, Design and Technology. Application forms to be returned by 17th April 1987. Further particulars available from the County Education Officer, Dorset Education Department, Dorset GPO, Dorchester, Dorset DT1 1JH. 135182

Computer Studies

Heads of Department

STAFFORDSHIRE
STOOLHURST HIGH SCHOOL
Conway Road, Stoke-on-Trent, ST6 4JH
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WARWICKSHIRE

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Craft, Design & Technology

Heads of Department

KENT
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NORFOLK

**NON-SEAR
COUNTY COUNCIL**

**EDUCATION
DEPARTMENT**

**FAKENHAM HUB
SCHOOL**
Wells Road, Fakenham
Norfolk NR21 9JH

**Group 11, 11-19 Age
Range, N.O.R., 11 SP
ability mixed.**

Required for Septe

International scale. 4.
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and Computer Science

Application forms
further details to
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teacher at the sc
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COMMUNITY

HEAD (Community) at this
the Head, Mr. G. N. Way, MA.
Y. Tel. 0203 467779 to
d by 24 April 1987.

ENSIVE SCHOOL,
22 (1282 on roll)

personality is sought to develop
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**SCHOOL,
1 (Social Priority**

COMMUNITY COLLEGE,
Metal Education School

an imaginative Scale 1
following areas: Music,
is faculty. The Faculty is
ext of the multi cultural

MUSIC Scale 1, to become a
. The post offers a teacher

COMPREHENSIVE
Tel. 0203 414515

CATION Scale 1 to teach up
It be an advantage. This is a

1-18 Mixed
V2 2AJ.
1530 on roll)
Scale 1. Temporary
Immediately.
Governors c/o the school.

City of
Coventry

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

Required September 1987 (unless otherwise stated) at:-

2.CALUDON CASTLE MIXED COMPREHENSIVE SCHOOL,
Arholme Road, CV25 5BD. Tel: 0203 444822 (1282 on roll)

3. ERNESFORD GRANGE SCHOOL & COMMUNITY COLLEGE Brighthelm Way, CUF 20D Tel. 0903 455121

4. FOXFORD MIXED COMPREHENSIVE SCHOOL,
Grange Road, CV6 6DB. Tel. 0203 367444 (Social Priority

5. SIDNEY STRINGER SCHOOL & COMMUNITY COLLEGE,
Cox Street, CH1 5NL. Tel. 0201 517555 / Social Priority School


member of a highly developed faculty of creative arts. The post offers a teacher with ambition and insight a full range of experiences in a School and Community College setting.

**7. CARDINAL WISEMAN RC SCHOOL (11-18 Mixed Comprehensive), Potters Green Road, CV2 2AJ.
Tel. 0203 617231 (Social Priority School 1530 on roll)**

the school concerned (unless otherwise stated) within 10 days of appearance

100-443887-100





WEST CHESHIRE COLLEGE
Eaton Road, Handbridge,
Cheshire, CH4 7ER.
Telephone Chester 677677

REQUIRED FOR SEPTEMBER:

Lecturer II Computer Technology
To co-ordinate the work of the Section in the area of Computer Technology. Appropriate qualifications are required.

Lecturer II Secretarial Studies
To teach and co-ordinate YTS and other short Secretarial courses.

Lecturer II Chemistry
Responsible for the teaching of Chemistry throughout the College. Applicants should be graduates with relevant industrial and teaching experience.

To teach English across the College and to be responsible for the organization of GCSE English. Applicants should be graduates with relevant teaching experience.

Lecturer II Service Engineering (Foundation Section)

To act as Course Tutor for CPVE Technical Service Category and BTEC First Award in Engineering. The person appointed may also be involved in teaching 1st and Adult Work Preparation Courses. Applicants should be familiar with the appropriate teaching methods, should have appropriate qualifications and be teacher trained.

Lecturer II Haldressing and Foundation Science


Lecturer I General and Communication Studies

To teach mainly to BTEC and Craft level students ability to teach English to GCSE level would be an advantage.

assessment and counselling skills.

Application forms and further details can be obtained from the Principal on receipt of a stamped, self-addressed envelope. Closing – 24 April 1987.

Kent County Council **Education**



Mid-Kent College

of Higher and
Further Education

KENT ACCREDITED TRAINING CENTRE

**The Post of YTS
Staff Training
Tutor (Lecturer Grade)**

Applicants are invited for the above post on a full-time contract, from 5 May 1997 until 31 March 1998. The Centre is funded through the Manpower Services Commission and provides a training service for YTS staff throughout the year.

The Centre operates twelve months of the year, the salary will, therefore, be made on an extended contract basis.

Applicants should hold a teaching qualification, a relevant YTS and adult training experience.

Salary Scale: £6,843 - £11,865

For further details and an application form available from the Principal, Mid-Kent College of Higher and Further Education, 100 Westgate Road, Maidstone, Kent, ME19 9JH, or telephone 04470 4470 ext 240, to whom completed applications should be submitted by Friday, 24 April 1997.

LOUGHTON COLLEGE OF FURTHER EDUCATION

Bordors Lane, Loughton, Essex IG10 3SA
Tel: 01-508 8311

Applications are invited for the following full-time posts to take effect from September 1987.

ART & DESIGN DEPARTMENT

Lecturer 1 in GRAPHIC DESIGN to teach Graphic Design and related subjects to full-time students on BTEC National and Foundation Studies courses.
Lecturer 1 in FASHION and TEXTILE DESIGN to teach Fashion and Textile Design and related subjects to full-time students on BTEC National and Foundation Studies courses.

BUSINESS STUDIES DEPARTMENT

Lecturer 1 in BUSINESS and SECRETARIAL STUDIES. The successful candidate will be expected to act as Co-ordinator to the CPVE school link courses operating in the department, and to have a substantial teaching commitment on this and BTEC First Award courses. An ability to offer typewriting, audio typewriting, and word processing will be an advantage.
Lecturer 1 in ACCOUNTS. The successful candidate will be expected to teach Accounts to a range of courses, including GCSE and GCE 'A' level, BTEC First and National, and Institute of Bankers courses, and be able to offer at least one other Business Studies subject.

HUMANITIES, SOCIAL AND GENERAL STUDIES DEPARTMENT
Lecturer 1 in SPECIAL NEEDS to act as Tutor to a two year MSC sponsored course for young people with moderate learning difficulties, and to teach Social and Life Skills to a range of students with special educational needs.

TECHNOLOGY, ENGINEERING & SCIENCE DEPARTMENT
Lecturer 1 in MOTOR VEHICLE to teach Motor Vehicle Craft and related subjects to full-time, part-time, and evening students, the ability to offer Welding - Mechanical Engineering would be an advantage.
Candidates for all of the above posts should be appropriately qualified and have a teaching qualification and/or teaching experience. Suitable commercial, industrial or other relevant experience is desirable.

Salary Scale: Lecturer Grade 1 £6,843 - £13,656 p.a. Plus £282 p.a. Inner Fringe Area Allowance.
Applications are also invited for part-time posts in: Accounts, Art & Design History, Biology (day), Chemistry (day), Graphic Design, Home Economics, Maths (day), Photography, Print-Making, and Secretarial Skills.

Application forms and further details for all of the above posts are available from The Principal to whom they should be returned by 1st May.

COLLEGES OF FURTHER EDUCATION

continued

ESSEX COUNTY COUNCIL

EDUCATION DEPARTMENT
CARRINGTON ROAD, Southend-on-Sea, Essex
Tel: 0702 353531

Invitation to apply for the following posts to take effect from 1st September 1987.

SENIOR LECTURER - BUSINESS ADMINISTRATION

To teach Management and Business Administration (Department) to full-time students on BTEC National and Foundation Studies courses. The successful candidate will be expected to have a substantial teaching commitment on this and BTEC First Award courses. An ability to offer typewriting, audio typewriting, and word processing will be an advantage.

Lecturer 1 in ACCOUNTS. The successful candidate will be expected to teach Accounts to a range of courses, including GCSE and GCE 'A' level, BTEC First and National, and Institute of Bankers courses, and be able to offer at least one other Business Studies subject.

Lecturer 1 in SPECIAL NEEDS to act as Tutor to a two year MSC sponsored course for young people with moderate learning difficulties, and to teach Social and Life Skills to a range of students with special educational needs.

Application forms and further details for all of the above posts are available from The Principal to whom they should be returned by 1st May.

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CUMBRIA

CARLETON TECHNICAL COLLEGE
Vittoria Place, Carlisle
CA1 1HS

Lecturer 1 (15 Posts)

Required 01.09.87

£6,843 - £11,865 (depending on experience)

Initial salary would depend on qualifications and experience and would be on the basic scale

Previous experience of teaching would be an advantage

Applicants should be qualified to teach at least one of the following subjects: English, Mathematics, Science, History, Geography, Art, Design, Music, Physical Education, and Modern Languages.

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GRAMPIAN

ARRERDEEN TECHNICAL COLLEGE
Lecturers in Beauty Therapy

Required 01.09.87

£6,843 - £11,865 (depending on experience)

Initial salary would depend on qualifications and experience and would be on the basic scale

Previous experience of teaching would be an advantage

Applicants should be qualified to teach at least one of the following subjects: English, Mathematics, Science, History, Geography, Art, Design, Music, Physical Education, and Modern Languages.

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KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE
DEPARTMENT OF HEALTH

Required 01.09.87

£6,843 - £11,865 (depending on experience)

Initial salary would depend on qualifications and experience and would be on the basic scale

Previous experience of teaching would be an advantage

Applicants should be qualified to teach at least one of the following subjects: English, Mathematics, Science, History, Geography, Art, Design, Music, Physical Education, and Modern Languages.

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WATFORD COLLEGE

Lecturers required for September 1987:
Department of Business Studies

Lecturers in Business Studies (2 posts)

to teach on a range of advanced and non-advanced BTEC and Professional courses.

An interdisciplinary degree (Business Studies) or professional qualification is essential. Industrial experience is desirable.

Department of Printing & Packaging

Lecturer in Photography, and Lecturer in Photography, Video and Audio-Visual Production

to teach on a range of courses including BTEC National Diplomas in Photography and Visual Communication Technology.

Salary in accordance with Burnham F.E. Scale for Lecturer Grade 1: £6,843 - £11,865 p.a. (progressing to £13,656 p.a.) plus £282 p.a. Fringe allowance.

Further details and application forms available from the Principal, Watford College, Hemstead Road, Watford, WD1 3EZ (Tel. Watford 57531).

(0294)

COLLEGES OF FURTHER EDUCATION continued

HERTS COUNTY COUNCIL

Equal Opportunity Employer

ST ALBANS COLLEGE

Department of Engineering

Lecturer II in Electronics/Telecommunications in the Department of Engineering

Applications are invited for the above post to commence on 1 September 1987 or sooner if possible. The person appointed will be required to teach Digital Techniques and Microprocessor-related topics on BTEC courses up to final year Higher National Certificate level.

Salary scale: £8,595-£13,656 (under review) + £282 London Fringe Allowance.

Further details and application form from the Principal, St Albans College, 29 Hatfield Road, St Albans, Herts AL1 3RJ Tel: (0727) 80423.

Closing date for applications: 24 April 1987.

(14373)

HUMBERSIDE COUNTY COUNCIL

Beverley College of Further Education

requires for 1 September 1987

LECTURER I - CATERING

To teach catering at craft and technician level within a range of courses.

LECTURER I - CARING

To teach on a range of courses in the caring field and to take tutorship responsibility for a group of NNEB students.

LECTURER I - MATHEMATICS AND COMPUTING

This post is offered by the College in association with the Home Officer Prison Department. The post-holder will be a member of a multidisciplinary team at HM Prison, Full Sutton, near Stamford Bridge and will take responsibility for curriculum developments in Mathematics, Computing and associated subjects.

Closing date for applications: 30 April 1987.

Salary Scale, Burnham L1: £5,843 - £11,865 - £13,656. Further details and application forms are available from: The Principal, Beverley College of Further Education, Gallows Lane, BEVERLEY, N Humberside HU17 7DT. Tel: 0482-868362.

(03397)

Dunstable College

BEDFORDSHIRE EDUCATION SERVICE

Engineering & Science Department

As from 1st September 1987

LECTURER II IN ELECTRONICS/CONTROL

Applications are invited for the above full-time post from suitably qualified and experienced persons.

This is a re-advertisement and original applicants will be reconsidered.

LECTURER II IN FLUID POWER/CONTROL

Applications are invited for the above full-time post from suitably qualified persons with recent industrial experience in Pneumatic and Hydraulic Control Systems. The ability to teach robotics would be an added advantage.

TEMPORARY LECTURER I IN SCIENCE/COMPUTING

Applications are invited for the above temporary post for one year while the incumbent is on secondment. Applicants should be suitably qualified and able to offer natural sciences. The ability to teach up to 'A' level Computing Science would be an advantage.

L1 Salary Scale: £8,595 - £13,656 (under review)
L2 Salary Scale: £6,843 - £11,865 (under review)

For the permanent posts, further salary progression is possible dependent upon the future level of work generated.

Further details and application forms obtainable from the Principal's Secretary, Dunstable College, Kingway, Dunstable LU8 4HD. Tel: 0522

OVERSEAS POSTS

GREECE

EFL Teachers required for Athens, Thessaloniki, Patras, Larissa and Ioannina for school year 1987/88. Applicants must have degree in English and teaching qualification. EFL experience preferred. Send c.v. and self-addressed envelope for early interview in Athens, Thessaloniki, Patras, Larissa and Ioannina. Tel: 15771 Athens, 108815 Patras, 108815 Larissa, 108815 Ioannina. 460000

GREECE

Two qualified teachers are required for private language school in Northern Greece. Good for couple. Substantial furnished accommodation provided. Good salary. Letters of application, photos, c.v. and references to: O. Michalopoulos, Michalopoulos School of English, 34 S. Antikastri, Alimos 15700, Athens, 1088471. 460000

GREECE

EFL Teachers required for Athens, Thessaloniki, Patras, Larissa and Ioannina for school year 1987/88. Applicants must have degree in English and teaching qualification. EFL experience preferred. Send c.v. and self-addressed envelope for early interview in Athens, Thessaloniki, Patras, Larissa and Ioannina. Tel: 15771 Athens, 108815 Patras, 108815 Larissa, 108815 Ioannina. 460000

ITALY

THE BRITISH CENTRE

Unita

Invites immediate applications from experienced Graduate Teachers of E.F.L. for post starting in October, 1987. Experience of teaching children on advantage. Interviews in London in early May.

Please write, with c.v. and telephone number to: Unit, British Centre, 8, Marco 4267/A, Venice, Italy. 3255612. 460000

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ISRAEL

TEACHING POSTS ABROAD
The British Council
Invites applications from suitably qualified and experienced teachers for posts in Israel. The British Council, 66 Davies Street, London W1V 6LW. Tel: 01-734 0181. 460000

ITALY

Unita

Invites immediate applications from experienced Graduate Teachers of E.F.L. for post starting in October, 1987. Experience of teaching children on advantage. Interviews in London in early May.

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ASSISTANT EDUCATION OFFICER

Principal Officer Range £17,918 - £19,080 plus London Weighting

Applications are invited from graduates with successful teaching or lecturing experience and previous administrative experience, preferably in a local authority, for this senior appointment which carries responsibility for secondary schools, youth services and related matters.

The Authority is currently reviewing secondary and post 16 provision, and the successful applicant will, as a member of the Director's Senior Management Team, be expected to play a formative role in the development of secondary education. A proven record of initiative, common-sense, and capacity for hard work will be looked for.

(Ref: Staffing/LG/329)

Closing date: 14 days from the appearance of this advertisement.

ADVISOR FOR INFORMATION TECHNOLOGY

Headteacher Group 8, £17,511 - £18,999 inclusive of London Weighting

Applications are invited for this important post from candidates with relevant and proven experience in education computing. The Havering Education Computer Centre, with a national reputation for the development of JIVE/CAL and other projects, provides a good base for curriculum development and INSET for Primary, Secondary and Further Education.

The successful applicant will be expected to lead in developing the computer as a teaching aid across the curriculum, in evaluation of appropriate software and to offer technical support and advice.

(Ref: Staffing/LG/330)

Closing date: 2 weeks from the appearance of this advertisement.

ADVISER FOR PHYSICAL EDUCATION

Headteacher Group 8 £17,511 - £18,999 inclusive of London Weighting

This vacancy arises from the promotion of Joan Greenfield to Chief Adviser in another Authority.

Applications are invited for this post, the holder of which will share in the responsibility for the development of all aspects of Physical Education in the Primary, Secondary and Further Phases. An exciting variety of opportunities exist in Havering for young people to experience a wide range of outdoor activities. In addition to the specialist advisory role, the successful applicant will be expected to take responsibility for the development of Health Education and Equal Opportunities.

(Ref: Staffing/LG/328)

Closing date: 2 weeks from the date of this advertisement.

Further details and application forms for the above posts are available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR Telephone: Romford 66989, extension 4551. (Please quote appropriate ref. number)

ADMINISTRATION L.E.A. continued

EDUCATION DEPARTMENT

Chief Inspector

Soulbury HT 13 Salary £23,442-£24,903

Applications are invited for this third tier post in the Education Department responsible for leading and managing the 80 strong team of Inspectors and advisory staff of the Education Service in Kent.

Candidates must have experience of inspecting and advising schools and/or colleges and of holding responsibility at a senior level in Schools or Colleges.

Inspector

Primary, Science and Technology

Soulbury HT 10 Salary £19,260-£20,766

Applications are sought for this new post as Inspector for Primary and Science and Technology. We need sound experience of primary teaching management with proven expertise in this area of the curriculum.

Inspector

Modern Languages

Soulbury HT 9 Salary £18,075-£19,587

Applications are invited from Gannan Specialists with good and recent teaching experience at least to Head of Department level.

Further particulars and application forms returnable by 1st May are available from Brian Dailley County Education Officer, (Reference PT), Education Department, Springfield, Maidstone, Kent ME14 2LJ. Telephone Maidstone (0622) 671411, ext. 2608.

(02288)

KENT COUNTY COUNCIL

Leicestershire

EDUCATION DEPARTMENT ADVISORY SERVICE

ADVISERS

Salary Soulbury GP 8

Required from September 1987 in connection with the Authority's TVE1 Submission.

1. PERSONAL AND SOCIAL EDUCATION — to be responsible for advising on the development of Personal and Social Education programmes in the LEA's schools and colleges. Particular importance is attached to the contribution of PSE to the 14-16 core curriculum and to its links with the Records of Achievement and Careers Guidance for all students. The post will involve working in teams with colleagues in the Advisory Service.

2. ASSESSMENT AND RECORDS OF ACHIEVEMENT — to be responsible for advising on LEA wide developments in assessment and Records of Achievement.

Assessment across the 14-16 age range, including GCSE, AS, AL, vocational and vocational, will be the focus, also assisting schools and colleges in developing assessment policies which draw together the various assessment initiatives.

The LEA has wide experience of Records of Achievement and is looking for an Adviser who can co-ordinate the rationalisation of student records across the LEA.

3. BUSINESS EDUCATION AND COMMUNITY INDUSTRY LINKS — to be responsible for advising on Business Education in the curriculum through both full course and modular developments. A key concern will be the part economic literacy plays in the core 14-16 curriculum. There will be a team of Advisory Teachers to assist in this work as well as in the promotion of community industry links.

4. OUTDOOR AND RESIDENTIAL EDUCATION — to assist with advising schools and other establishments on matters concerning outdoor education and residential education. Candidates should have a particular knowledge of at least two areas of outdoor education and a good working knowledge of all national schemes. The work will also involve inspecting residential centres, helping teachers plan residential work, both through personal contact and through INSET.

5. TECHNOLOGY — The successful candidate will work alongside Advisers in Science/Technology and Design/Technology in the development of technological experience both within courses and across the curriculum. There are a number of Advisory Teacher posts in the area of technology and the ability to work collaboratively in teams will be essential.

6. COMPUTER EDUCATION AND INFORMATION TECHNOLOGY — With experience either at Head of Department level or in an Advisory capacity. The successful applicant will join a well established Computer Education/Information Technology Advisory Team and plan a leading role in the refining and implementation of the Authority's policies for Information Technology.

These posts are for a fixed period of 5 years.

Further particulars available from the Director of Education, Room 25, County Hall, Glenfield, Leicester LE3 8RF. Please telephone (0533) 317877/8. Closing date: 24th April 1987.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be considered on an individual basis and will be given special consideration and support by a recognised agency e.g. A.D.O.

Western Education and Library Board

Headquarters Office, 1 Hospital Road, Omagh, Co Tyrone, Northern Ireland

(REF V/44) ADVISER FOR TECHNOLOGY

Salary Scale: £18,075 - £19,587 per annum

The Board is the education and library authority for the western part of Northern Ireland with Headquarters in Omagh, Co Tyrone. As part of a planned expansion in curriculum support services it has initiated a major programme to develop technology in all its schools and colleges. This programme involves providing resources and support for both traditional and newer technologies and the establishment of a technology education centre. The Board wishes to appoint an adviser for technology, who will be responsible for promoting and developing design, materials processing, microelectronics, control and automation and who will be closely involved in the development of the centre. This is a newly created post demanding qualities of leadership and a strong commitment to the role of technology across the curriculum.

Applications are invited for the above post based in Omagh. The successful candidate will be a qualified teacher with proven experience in some or all of the above disciplines and have significant direct experience of curriculum development and of the organisation and/or delivery of in-service training courses.

Application forms and further particulars are available from the Personnel Officer, Headquarters Office, 1 Hospital Road, Omagh, Co Tyrone, Northern Ireland and should be returned not later than NOON Friday, 8 May 1987.

Please quote the reference number in any correspondence relating to this post.

(14318)

ADMINISTRATION L.E.A. continued

WILTSHIRE COUNTY COUNCIL Education Department

SENIOR ASSISTANT EDUCATION OFFICER (Schools)

Salary P O (12-15) £18,011 - £17,160

Applications are invited for this new post from September 1987.

The post will carry particular responsibility for the administration of TVE1 extension and other development projects. There will also be an opportunity to work on a range of other issues involving schools across the county.

Applicants should be graduates with experience of teaching and LEA administration. The ability to develop new ideas and to work with a team of officers and advisers is particularly important.

Application form and further details obtainable from Chief Education Officer (ST/NI), County Hall, Trowbridge, Wiltshire, BA14 8JB (Tel: Trowbridge (02214) 3641 Ext. 2460) quoting reference E.87/180. Closing date: 23rd April 1987.

AN EQUAL OPPORTUNITIES EMPLOYER

(14395)

EDUCATION DEPARTMENT

SENIOR COUNTY INSPECTOR with special responsibility for English

Soulbury (Burnham HT10) £19,280 - £20,766 p.a.

Applications are invited from suitably qualified and experienced teachers for the above post which becomes vacant from 1 September 1987.

Generous relocation expenses payable in appropriate cases.

Application form and further details available from (see above) the County Education Officer (IP), P.O. Box 47, Thrednassle House, Market Road, Chelmsford, CM1 1LD. Tel: Chelmsford 267222, ext. 2626.

Closing date: 24th April 1987

(02298)

EDUCATION DEPARTMENT

Co-Ordinator

for In-Service Education and Training

(Soulbury Group 9)

Salary: £18,185 to £20,697 inclusive.

This is an important newly established post to develop and co-ordinate the Authority's INSET policy and activities across the Education Service including schools, colleges and youth and community. The post-holder will work as part of the advisory team and be accountable to the Chief Inspector of Schools. Applicants should be able to show sound relevant experience of teaching and advisory work.

Application forms and further particulars available from Chief Education Officer, Town Hall, Barking, Essex IG11 7LU (please enclose foolscap a.e.a.).

Closing date: 1st May 1987.

(17108)

London Borough of

BARKING and DAGENHAM

an equal opportunity employer

LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

EDUCATION DEPARTMENT

CHIEF INSPECTOR

Salary - Soulbury Group 12 (currently, with OLA, £23,046-£24,495)

This is a new post in an Authority with a successful and expanding tertiary college, a well-developed adult and community college, 11-16 secondary schools which are maintaining or increasing their rolls, and a growing primary school population. The Authority has a TVE1 project which includes within its ambit both the tertiary college and all secondary schools.

The Chief Inspector will lead a team of Inspectors which is in process of being expanded to encourage the development of a well-integrated education service which aims to meet the needs of the whole community.

S/he will organise and direct the work of all inspectors and advisory teachers and the TVE1 Unit, with particular initial attention to:

- developing and managing an extensive consultative machinery for professional review and up-dating of curriculum across the three main phases of the tertiary system;
- developing systems for institutional evaluation and teacher appraisal;
- developing a new pattern of INSET.

The Chief Inspector will be a second tier officer within the Education Department's senior management team.

Applicants should have substantial and varied teaching experience and be able to demonstrate proven success in team leadership.

Forms and further details from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB. Applications returnable to him (ref. IW/AH) by no later than Tuesday 21st April 1987.

(17087)

Suffolk County Council

EDUCATION DEPARTMENT

AREA CAREERS OFFICER

Southern Area

Post No: E422

Salary: M1 £11,952 - £12,894 per annum

Applications are invited from suitably qualified and experienced Careers Officers to head a staff of 26 in the Southern Area of the County from its Ipswich base, which also staffs part-time career stations at Woodbridge and Felixstowe.

As a member of the senior management team the postholder will contribute to the overall strategy of a service currently being restructured to meet the challenge of progressive educational policies in this attractive rural coastal county.

Application forms and further details from the County Education Officer, St Andrew House, County Hall, Ipswich IP4 1LJ (a.s. please). Informal enquiries may be addressed to Peter Green, Assistant Principal Careers Officer on (0473) 230000, ext. 4353.

SENIOR CAREERS OFFICER (SPECIAL NEEDS)

Post No: E989

Scale 6 £9,513 - £10,164 per annum

Applications are invited from qualified and experienced Careers Officers for the above post based at Lowestoft Careers Office. The postholder will be responsible to the Area Careers Officer for providing a guidance and placing service to young people with special needs in the Northern Area.

Application forms and further details from the Area Careers Officer, Suffolk House, London Road North, Lowestoft (a.s. please). Informal enquiries may be addressed to Ivor Buckingham, Area Careers Officer on (0502) 62282.

The above posts carry an essential car user allowance and a full driving licence and ownership of a car are necessary. Schemes of assisted car purchase and relocation expenses are available. Closing date for both posts Monday, 27th April 1987.

(14381)

WILTSHIRE COUNTY COUNCIL Education Department

GENERAL SECONDARY ADVISER

(3 Posts)

Salary Scale: Soulbury (Burnham Head Teacher Group 9)

£18,075 - £19,587 p.a.

Applications are invited for 3 posts of General Secondary Adviser from September 1987.

The persons appointed will work with secondary schools in an area of the county and play a major role in the TVE1 Extension Project.

Applicants should have wide and successful teaching experience and the proven ability to deliver change and development in the curriculum.

Further particulars and application forms obtainable from Chief Education Officer (ST/NI), County Hall, Trowbridge, Wiltshire, BA14 8JB (Tel: Trowbridge (02214) 3641 Ext. 2460) quoting reference E87/186. Closing date: 23rd April 1987.

AN EQUAL OPPORTUNITIES EMPLOYER

(14381)

CHALLENGING OPPORTUNITIES IN EDUCATION

INSPECTORATE

Salary Scale £22,000

The Inspectorate in Cambridgeshire has recently been restructured and now seeks nine new appointments to complete the team.

Applicants should have commitment, expertise, and enthusiasm for the various aspects of the role — generalist and subject specific — within which they will support the work of the Education Service.

The posts contain four major elements:

- the generalist or pastoral responsibility for a group of schools;
- the development of curriculum and staff;
- subject or curriculum area expertise;
- evaluation and monitoring.

Applications are now sought in the following curriculum areas for appointment from 1st September 1987.

Humanities (2 posts)

Modern Languages

Community Education

English

Nursery/Primary

Religious Education

Art & Design

Home Economics, Social & Health Education

Closing date 24th April 1987.

COMMUNITY EDUCATION

Following a Review of the Community Education Service and a re-organisation of posts the Authority wishes to appoint:

CAMBRIDGE HQ

ASSISTANT EDUCATION OFFICER

(Community Education) — £14,100 — £15,243 p.a.

PETERBOROUGH

ASSISTANT AREA EDUCATION OFFICER

Northern Area (Major responsibility — Community Education)

£12,698 — £13,863 p.a.

COMMUNITY EDUCATION OFFICER

(Area Development) — Northern Area (2 Posts)

£11,362 — £12,527 p.a.

Post 1: Peterborough

Post 2: Cambridge

These posts provide opportunities for persons qualified as teachers/youth and community workers to make a significant contribution to new and existing development in the service and to enter educational administration.

Closing date 30th April 1987.

Further details and application forms for all the above posts available from Mrs. B. Rowlandson, Shire Hall, Castle Hill, Cambridge CB3 0AP.

CAMBRIDGESHIRE

An Equal Opportunity Employer



Oxfordshire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Nursery places for children aged 6 months to 5 years may be available at a day nursery in Oxford run by the St. Thomas Day Nursery Association

EDUCATION DEPARTMENT

Careers Service

Appointment of Trainee Careers Officer

Salary within the Scale: £5,880-£7,168

Applications are invited from candidates over the age of 22 to be seconded on salary, plus approved expenses, to a one-year course of training commencing in September 1987, leading to the Diploma in Careers Guidance. Preference will be given to individuals who have already obtained a place on a course starting in the Autumn of 1987.

Further details and application forms are obtainable from the Assistant Education Officer (Careers), Education Department, Macclisfield House, New Road, Oxford OX1 1NA. (Telephone Oxford 816272).

Completed forms, together with a supporting letter of application should be returned within two weeks of the appearance of this advertisement.

(17121)

Temporary Careers Officer

£8,391 - £10,164

Required in the East Devon Area Careers Centre, Queens House, Little Queen Street, Exeter, in the absence of the postholder on maternity leave. You should be a qualified Careers Officer or studying for the Diploma in Careers Guidance.

Application form and job description from and returnable to Chief Education Officer, County Hall, Exeter EX2 4QG. Closing date 24 April 1987.

101570

DEVON

AN EQUAL OPPORTUNITIES EMPLOYER



DIRECTORATE OF EDUCATIONAL SERVICES
Careers Service

Temporary Careers Officer

SALARY: Scale 5/6 £9,129 - £10,902 per annum inclusive

If you are an experienced or newly qualified Careers Officer, you could be just the person we need in our Finchley Office for a temporary post of up to 40 weeks duration to cover maternity leave.

Your commencing salary will depend upon training and experience.

It is likely that a permanent post in the Service will shortly become available, for which you may be considered.

Closing date 23rd April 1987. Ref. ADM/E/586

Application forms available from the Director of Educational Services, Farnham Town Hall, London N11 3DL. Telephone 01 368 1256.

(12468)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH

barnet

Principal Officer (Information Technology)

(£11,952 - £14,862)

This post has been created to play a leading role in expanding the application of Information Technology in Education Administration using terminals and P.C.s linked to a central IBM 4381 mainframe in the County Treasurer's Department.

The person appointed is likely to hold a Degree or HNC, have at least five years' experience in a computing environment, preferably IBM. A knowledge of the needs of the Education Service would be an advantage.

Further particulars and application forms, to be returned by 24th April 1987, from the Chief Education Officer (Staffing Non-Teaching), Education Offices, Tipping Street, Stafford, ST16 2DH.

Trade Union Membership encouraged.

Staffordshire
County Council

An equal opportunity employer

ADMINISTRATOR L.E.A. continued and ADMINISTRATION GENERAL

HERTFORDSHIRE

CAREERS OFFICER (TVEI) Supervisor

£8,391 - £9,216 per annum (dependent on experience)

Experienced Careers Officer required to assist the Senior Careers Officer in his work within the pilot project.

Main duties re-orientation of work experience aspects within the project, and some general guidance duties. Although funded to August 1988 the project will be for a longer period.

Further details from County Careers Office, County Hall, Hertford, Hertfordshire SG5 1JH. Closing date 24 April 1987.

101570

CUMMRIA

E.S.G. RURAL SCHOOLS PROJECT

CO-ORDINATOR (Scale 31)

Required from Sept 1987 for 2 years. You will be expected to support, encourage and extend the curriculum in small rural schools. You will therefore be flexible in the approach to the work.

Applicants should have a minimum of 5 years' experience in a similar post and be able to work co-operatively with staff in the group, promoting and facilitating development within an agreed framework.

Application forms and further details from the Director of Educational Services, Farnham Town Hall, London N11 3DL. Telephone 01 368 1256.

101570

KNOWSLEY

SENIOR ADVISER WITH RESPONSIBILITY FOR THE ORGANISATION, DELIVERY AND EVALUATION OF CURRICULUM DEVELOPMENT

Subject to the approval of the Director of Education and the Director of Curriculum Development, for a comprehensive locally planned programme of INSET for teachers, lecturers, youth workers and educational psychologists, a co-ordinator will be required to lead and co-ordinate the programme.

The successful candidate is likely to be able to offer evidence of successful teaching/learning record, an active involvement in curriculum and organisational development, a proven skill in evaluating objectives-based innovations, training and staff development expertise, familiarity with the broad range of contemporary curriculum issues, the ability to relate and respond to a wide range of teachers, lecturers and educational managers, willingness and flexibility to support a multi-faceted approach to INSET, awareness of ways in which INSET needs can be identified and prioritised, a high level of energy and commitment to the task, encouragement and stimuli to practitioners at all levels and departments in the Education Service, high level communication skills.

The post is likely to be based at the Teachers' Centre but the appointee will be responsible to the Borough Education Officer through the Principal Adviser, and will be a full member of the Advisory Team. The post is permanent and will be subject to APT & C Conditions of Service.

Application forms available from and returnable to the Manpower Services Commission, Municipal Buildings, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

LEICESTERSHIRE

COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

VARIOUS SCHOOLS AND AUTHORITIES WITHIN THE

ADVISORY TEACHERS FOR

SCS (and your preferred) Scale 4 and above

Please send your application to: Leicestershire County Council, 1096621 480000

WILTSHIRE

COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

101570

DUDLEY

METROPOLITAN BOROUGH

Equal Opportunity Employer

PICK-UP CO-ORDINATOR

Required for October 1987. The Authority has been successful in attracting Education Support Grant funding to appoint a Co-ordinator to have central responsibility for the recruitment and selection of staff for the Authority's various departments.

Further details from County Careers Office, County Hall, Dudley, West Midlands DY1 1JH. Closing date 24 April 1987.

101570

KNOWSLEY

SENIOR ADVISER WITH RESPONSIBILITY FOR THE ORGANISATION, DELIVERY AND EVALUATION OF CURRICULUM DEVELOPMENT

Subject to the approval of the Director of Education and the Director of Curriculum Development, for a comprehensive locally planned programme of INSET for teachers, lecturers, youth workers and educational psychologists, a co-ordinator will be required to lead and co-ordinate the programme.

The successful candidate is likely to be able to offer evidence of successful teaching/learning record, an active involvement in curriculum and organisational development, a proven skill in evaluating objectives-based innovations, training and staff development expertise, familiarity with the broad range of contemporary curriculum issues, the ability to relate and respond to a wide range of teachers, lecturers and educational managers, willingness and flexibility to support a multi-faceted approach to INSET, awareness of ways in which INSET needs can be identified and prioritised, a high level of energy and commitment to the task, encouragement and stimuli to practitioners at all levels and departments in the Education Service, high level communication skills.

The post is likely to be based at the Teachers' Centre but the appointee will be responsible to the Borough Education Officer through the Principal Adviser, and will be a full member of the Advisory Team. The post is permanent and will be subject to APT & C Conditions of Service.

Application forms available from and returnable to the Manpower Services Commission, Municipal Buildings, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 81

